AKADEMIA
EKONOMICZNO-HUMANISTYCZNA
W WARSZAWIE

THE STUDY PROGRAM

ENGLISH STUDIES

BACHELOR DEGREE
PRACTICAL PROFILE

Academic year of the commencement of the educational cycle: 2022/2023

General information and indicators about the study program

Number of semesters required to graduate at a given level	**6**
Number of ECTS credits required to graduate at a given level	**180**
Total number of hours of class instruction	**Full-time studies: 2408 hours** **Part-time studies: 1596 hours**
Percentage of the number of ECTS credits for each discipline to which the field of study is assigned in the number of ECTS credits required for graduation at a given level - in the case of a field of study assigned to more than one discipline	**Linguistics** **56%** **Literature studies** **17%** **Cultural and religious studies** **27%**
Total number of ECTS credits to be obtained by the student as part of classes with direct participation of academic teachers or other instructors	**Full-time studies: : 92,8 (51,6%)** **Part-time studies: 62,7 (34,8%)**
Total number of ECTS credits to be obtained by the student as part of classes developing practical skills	**110,5 (61,4%)**
The number of ECTS credits to be obtained by the student as part of courses in the humanities or social sciences - in the case of fields of study assigned to disciplines within fields other than the humanities or social sciences, respectively.	**13 ECTS credits*** *includes classes/groups of classes: Fundamentals of Social Communication / Introduction to Psychology (elective); Fundamentals of Intercultural Communication; Cultural Studies; Entrepreneurship / Project Management (elective).
Number of ECTS credits allocated to elective classes or groups of classes	**82 (45,6%)**
The amount of professional internship and the number of ECTS credits a student must obtain as part of this internship	**6 months** **720 hours** **28 ECTS**
Number of hours of physical education classes - for full-time bachelor's degree and the 5-year master's degree	**60 hours**

Classes included in the program of studies, divided into educational modules along with the number of hours and ECTS credits

No.	Courses	ECTS	Number of teaching hours	
			Full-time studies	Part-time studies
1. General education courses				
1.	Occupational Health & Safety Training	**0**	8	8
2.	Academic Skills	**1**	15	8
3.	Anthropology / Foundations of Philosophy (elective)	**3**	30	16
4.	Foundations of Social Communicaton / Introduction to Psychology (elective)	**3**	30	16
5.	Physical education	**0**	60	-
	Total	**7**	**143**	**48**
2. Major-oriented courses				
2.1 Practical language courses				
6.	Practical English: Vocabulary & Reading	**12**	120	64
7.	Practical English: Grammar	**12**	120	64
8.	Practical English: Speaking	**8**	120	64
9.	Practical English: Writing & Stylistics	**12**	120	64
10.	Practical English: Integrated Skills	**6**	60	32
11.	Latin in Use: Relevance to Modern Language Studies	**3**	30	16
12.	Additional Foreign Language I **(elective)***	**28**	300	160
	Total	**81**	**870**	**464**
2.2. Core Philology Courses **(linguistics, literature studies, cultural studies)**				
13.	Introduction to Linguistics	**3**	30	16
14.	Introduction to Intercultural Communication	**5**	60	32
15.	Descriptive Grammar of English	**3**	30	16
16.	English Phonetics	**4**	45	28
17.	Introduction to British Culture Studies / Introduction to American Culture Studies **(elective)**	**3**	30	16
18.	Cultural studies	**2**	30	16
19.	Introduction to Literature Studies	**4**	30	16
20.	Morphology and Syntax of the English Language	**3**	30	16
21.	Language Acquisition / Psycholinguistics **(elective)**	**3**	30	16
22.	Literature of English-speaking Countries	**4**	30	16
	Total	**34**	**345**	**188**
2.3 Additional Module				
23.	Translation studies/ Business / Language Education **(elective) ****	**11**	120	64
24.	Student Internship **(elective)**	**28**	720	720
	Total	**39**	**840**	**784**

3. Contextual education

No.	Courses	ECTS		
25.	Entrepreneurship / Project Management (**elective**)	**3**	30	16
26.	A Philologist's Workshop: Modern Technologies and Career Paths	**4**	60	32
27.	Protection of Intellectual Property and CSR	**3**	30	16
28.	Social Project and Diploma Exam	**9**	90	48
	Total	**19**	**210**	**112**
	Total	**180**	**2408**	**1596**

electives – courses to be chosen

* Additional foreign language to be chosen from:
- the Polish language (selection of this language possible only for those for whom Polish is not their native language)
- the Russian language
- the German Language
- the Italian language
- the Spanish language
(The number of enrolled students determines the launch of a given foreign language course)

** Elective modules (available for individual choice)

No.	Courses	ECTS	Number of teaching hours	
			Full-time studies	Part-time studies
1. Translation studies				
1.	Theory and Practice of Translation	**5**	60	32
2.	Translation-supporting Technologies	**3**	30	16
3.	Specialized Translation	**3**	30	16
	Total	**11**	**120**	**64**
2. Business				
1.	Introduction to marketing and marketing in language services	**5**	60	32
2.	Management Competencies	**3**	30	16
3.	Start-up in Business	**3**	30	16
	Total	**11**	**120**	**64**
3. Language Education				
1.	Educational psychology and foreign language teaching	**5**	60	32
2.	Legal and organizational bases for educational services	**3**	30	16
3.	E-learning and Distance Teaching: Modern Technologies in Language Education	**3**	30	16
	Total	**11**	**120**	**64**

4. Optional (non-compulsory) general education modules ***				
Module I				
No.	**Courses**	**ECTS**	**Number of teaching hours**	
			Full-time studies	**Part-time studies**
1.	English for Specific Purposes I	**3**	30	16
2.	Europe's cultural heritage	**3**	30	16
3.	Practical English: Vocabulary & Reading **(elective)**	**5**	60	32
4.	Practical English: Grammar **(elective)**	**5**	60	32
5.	Practical English: Speaking **(elective)**	**5**	60	32
6.	Practical English (Writing & Stylistics) **(elective)**	**5**	60	32
7.	Practical English (integrated skills) **(elective)**	**4**	30	16
	Total	**30**	**330**	**176**
Module II				
L.p.	**Courses**	**ECTS**	**Number of teaching hours**	
			Full-time studies	**Part-time studies**
1.	English for Specific Purposes II	**3**	30	16
2.	Poland's cultural heritage	**3**	30	16
3.	Practical English: Vocabulary & Reading **(elective)**	**5**	60	32
4.	Practical English: Grammar **(elective)**	**5**	60	32
5.	Practical English: Speaking **(elective)**	**5**	60	32
6.	Practical English (Writing & Stylistics) **(elective)**	**5**	60	32
7.	Practical English (integrated skills) **(elective)**	**4**	30	16
	Total	**30**	**330**	**176**

*** Culture-oriented and language courses, implemented as part of a semester or introductory year (the so-called *foundation program*), designed especially for foreigners or those with insufficient competence in the language of the program of study.

Courses or groups of courses developing practical skills

Courses or group of courses	Course type	Total number of hours (full-time studies)	Total number of hours (part-time studies)	ECTS credits
Practical English: Vocabulary & Reading	Language class	120	64	12
Practical English: Grammar	Language class	120	64	12
Practical English: Speaking	Language class	120	64	8
Practical English (Writing & Stylistics)	Language class	120	64	12
Practical English (integrated skills)	Seminar	60	32	6
Introduction to Intercultural Communication	Workshop	30	16	2,5
Additional module: Translation studies/ Business / Language Education **(elective)**	Lecture, Language class, workshop laboratory, seminar	120	64	11
Entrepreneurship / Project Management **(elective)**	Workshop	30	16	3
Student Internship **(elective)**	Internship	720	720	28
A Philologist's Workshop: Modern Technologies and Career Paths	Laboratory, workshop	60	32	4
Protection of Intellectual Property and CSR	Workshop	30	16	3
Social Project and Diploma Exam	Seminar	90	48	9
Total		**1620**	**1200**	**110,5**

Courses or group of courses to be chosen

Course or group of courses	Course type/types	Total number of hours (full-time studies)	Total number of hours (part-time studies)	ECTS credits
Foundations of Social Communicaton / Introduction to Psychology	Lecture	30	16	3
Anthropology / Foundations of Philosophy	Lecture	30	16	3
Additional foreign language (Polish, Russian, German)	Foreign language class	300	160	28
Introduction to British Culture Studies / Introduction to American Culture Studies	Seminar	30	16	3
Language Acquisition / Psycholinguistics	lecture	30	16	3
Additional Module: Translation studies / Business / Language Education	Lecture, language class, workshop, laboratory, seminar	120	64	11
Student Internship	internship	720	720	28
Entrepreneurship / Project Management	Workshop	30	16	3
Total		**1290**	**1024**	**82**

Number of ECTS credits for learning outcomes assigned to individual academic disciplines

No.	Courses	ECTS	linguistics	Literature studies	Cultural & religious studies
1. General Education courses					
29.	Occupational Health & Safety Training	**0**			
30.	Academic Skills	**1**	1		
31.	Anthropology / Foundations of Philosophy **(elective)**	**3**			3
32.	Foundations of Social Communicaton / Introduction to Psychology **(elective)**	**3**			3
33.	Physical education	**0**			
	Total	**7**	**1**	**0**	**6**
2. Major-oriented courses					
2.1 Practical language courses					
34.	Practical English: Vocabulary & Reading	**12**	4	4	4
35.	Practical English: Grammar	**12**	12		
36.	Practical English: Speaking	**8**	4		4
37.	Practical English: Writing & Stylistics	**12**	4	4	4
38.	Practical English: Integrated Skills	**6**	2	2	2
39.	Latin in Use: Relevance to Modern Language Studies	**3**	2		1
40.	Additional Foreign Language I **(elective)**	**28**	20	4	4
	Total	**81**	**48**	**14**	**19**
2.2. Core Philology Courses (linguistics, literature studies, cultural studies)					
41.	Introduction to Linguistics	**3**	3		
42.	Introduction to Intercultural Communication	**5**			5
43.	Descriptive Grammar of English	**3**	3		
44.	English Phonetics	**4**	4		
45.	Introduction to British Culture Studies / Introduction to American Culture Studies **(elective)**	**3**			3
46.	Cultural studies	**2**			2
47.	Introduction to Literature Studies	**4**		4	
48.	Morphology and Syntax of the English Language	**3**	3		
49.	Language Acquisition / Psycholinguistics **(DW)**	**3**	3		
50.	Literature of English-speaking Countries	**4**		4	
	total	**34**	**16**	**8**	**10**
2.3 Additional Modules					
51.	Translation studies/ Business / Language Education **(elective)** ****	**11**	7		4
52.	Student Internship **(elective)**	**28**	14	6	8
	Total	**39**	**21**	**6**	**12**
3. Contextual Education					

53.	Entrepreneurship / Project Management **(elective)**	**3**	3		
54.	A Philologist's Workshop: Modern Technologies and Career Paths	**4**	4		
55.	Protection of Intellectual Property and CSR	**3**	3		
56.	Social Project and Diploma Exam	**9**	5	2	2
	Total	**19**	**15**	**2**	**2**
	Total	**180**	**101**	**30**	**49**
	Percentage	**100%**	**56%**	**17%**	**27%**

* The percentage values have been rounded to whole numbers.

1.2 Professional title awarded to graduates

Professional title awarded to graduates	**bachelor's degree**

1.3 LEARNING OUTCOMES

The learning outcomes take into account the universal first-level characteristics for levels 6-7 specified in the Act of December 22, 2015 on the

Integrated Qualifications System (Journal of Laws of 2016, items 64 and 1010) and the second-level characteristics specified in the regulation

Minister of Science and Higher Education of November 14, 2018 on the characteristics of the second-level learning outcomes for qualifications at

levels 6-8 of the Polish Qualifications Framework.

A graduate of first-cycle studies in English Philology obtains a full qualification at level 6 of the Polish Qualifications Framework.

Category of characteristics of learning outcomes	Symbol for directional learning outcomes	After completing studies in the field of English philology a graduate:	REFERENCE TO	
			universal characteristics of the first stage of PRK	second-degree characteristics of PRK
KNOWLEDGE				
KNOWLEDGE – scope and depth	FA_WG01	Has advanced knowledge of the basics of philological disciplines, their connections with other disciplines and various areas of practice.	P6U_W	P6S_WG
	FA_WG02	Knows and understands the structure of the English language at an advanced level at the lexical, phonetic, morphological and syntactic levels.	P6U_W	P6S_WG
	FA_WG03	Knows and understands the grammar and lexis of a selected additional foreign language at an advanced level (at least B2 level).	P6U_W	P6S_WG

	FA_WG04	Knows at an advanced level the terminology, theories and methodology of linguistics and the possibilities of practical applications of this knowledge in the professional activity of an English philologist.	P6U_W	P6S_WG
	FA_WG05	Knows the basic terminology, theories and methodology of literary studies and the possibilities of practical applications of this knowledge in the professional activity of an English philologist.	P6U_W	P6S_WG
	FA_WG06	Has advanced knowledge of English literature and knows the possibilities of its practical use in the professional activity of an English philologist.	P6U_W	P6S_WG
	FA_WG07	Knows and understands cultural theories at an advanced level and their application in describing intercultural issues, the contemporary and historical socio-cultural situation of English-speaking countries and the possibilities of using this knowledge in practical professional activities.	P6U_W	P6S_WG
	FA_WG08	Has advanced knowledge of language acquisition and various conditions of this process, and understands the practical implications of this knowledge for learning, teaching and using a foreign language.	P6U_W	P6S_WG
	FA_WG09	Has advanced knowledge of contemporary methods of carrying out the professional activity of an English philologist, in particular he knows the project work method and modern technological solutions used in the work of an English philologist.	P6U_W	P6S_WG

	FA_WG10	Has detailed knowledge of a selected specialized area of practical applications of philological knowledge and language competences (translation studies, business or language education).	P6U_W	P6S_WG
	FA_WG11	Knows the possibilities of practical application of language skills, linguistic, literary and cultural knowledge in a selected specialized area of professional activity of an English philologist (translation, business or language education).	P6U_W	P6S_WG
KNOWLEDGE - context	FA_WK01	Knows and understands the fundamental dilemmas of modern civilization, including the most important contemporary challenges in English-speaking countries and the role of the humanities in describing, explaining and solving them.	P6U_W	P6S_WK
	FA_WK02	Understands the importance of humanistic knowledge and advanced language competences for the functioning of individuals and social groups in contemporary socio-economic and cultural realities.	P6U_W	P6S_WK
	FA_WK03	Knows the basic contemporary conditions (technological, business, legal, organizational, psychological, ethical) of activities in the so-called free professions, including the profession of English philologist.	P6U_W	P6S_WK
	FA_WK04	Knows in detail the practical conditions and context of the work of an English philologist in a selected specialized area of activity (translation studies, business or language education).	P6U_W	P6S_WK
	FA_WK05	Knows the principles of intellectual property and copyright protection and understands the essence and importance of corporate social responsibility.	P6U_W	P6S_WK

	FA_WK06	Knows the specificity of entrepreneurship and the possibilities of its practical implementation in the selected area of professional activity of an English philologist (translation studies, business or language education).	P6U_W	P6S_WK
SKILLS				
SKILLS – use of knowledge	FA_UW01	Is able to correctly define and analyze various linguistic phenomena using linguistic terminology and methodology.	P6U_U	P6S_UW
	FA_UW02	Is able to conduct a basic analysis of a literary text using literary terminology.	P6U_U	P6S_UW
	FA_UW03	Is able to correctly analyze and interpret social phenomena and cultural products using methods and tools of philological disciplines.	P6U_U	P6S_UW
	FA_UW04	Is able to identify factors influencing the acquisition and use of a foreign language and use this knowledge to support the learning process of oneself and others.	P6U_U	P6S_UW
	FA_UW05	Is able to creatively use philological competences in a selected specialized area of professional activity (translation, business or language education).	P6U_U	P6S_UW
	FA_UW06	Is able to plan and implement a social project on philological or interdisciplinary topics.	P6U_U	P6S_UW
SKILLS – communication	FA_UK01	Is able to use his knowledge of linguistics, literature and cultural studies to formulate and argue his position in a discussion/debate, in particular in relation to the issues of English-speaking countries.	P6U_U	P6S_UK
	FA_UK02	Can use English fluently with integrated competences in speaking, reading, understanding and writing at C1 level in accordance with the requirements of the Common European Framework of Reference for Languages.	P6U_U	P6S_UK

	FA_UK03	Is able to communicate both orally and in writing using a selected additional foreign language at least B2 level.	P6U_U	P6S_UK
	FA_UK04	Is able to communicate freely, formulating written and oral statements in English, using advanced vocabulary and specialized terminology from the selected area of professional activity (translation, business or language education).	P6U_U	P6S_UK
	FA_UK05	Is able to appropriately select sources of information and properly use methods and tools, including modern technological solutions, for the purposes of communication and practical performance of the work of a philologist.	P6U_U	P6S_UK
SKILLS – organization of work	FA_UO01	Is able to plan and organize individual and team work while carrying out professional tasks, including project ones.	P6U_U	P6S_UO
	FA_UO02	Is able to effectively communicate and cooperate with other people while carrying out professional tasks requiring cooperation, including in a linguistically and culturally diverse social environment.	P6U_U	P6S_UO
SKILLS – learning	FA_UU01	Is able to independently plan and implement his own personal and professional development through continuous learning and deepening his philological competences, as well as stimulate others to such development.	P6U_U	P6S_UU
SOCIAL COMPETENCE				
COMPETENCE– critical approach	FA_KK01	Is ready to critically evaluate his philological and non-philological knowledge as well as his language skills.	P6U_K	P6S_KK

	FA_KK02	Is aware of his limitations and the limits of his competences; is ready to verify his knowledge in situations of uncertainty and use the help of other experts when performing tasks beyond his competences.	P6U_K	P6S_KK
	FA_KK03	Recognizes the importance of scientific knowledge (philological and non-philological) in solving problems and implementing practical tasks occurring in various areas of professional activity of an English philologist.	P6U_K	P6S_KK
COMPETENCE - responsibility	FA_KO01	Appreciates the importance of philological sciences and knowledge of foreign languages for humanizing the progress of civilization, overcoming barriers, prejudices and cultural stereotypes, and striving for peaceful coexistence of various social groups; recognizes its role and ability to influence these processes.	P6U_K	P6S_KO
	FA_KO02	Is ready to initiate activities and implement projects for the public interest, especially in the field of spreading linguistic culture, strengthening motivation to learn foreign languages and broadly understood humanizing activities.	P6U_K	P6S_KO
	FA_KO03	Is ready to think and act in an entrepreneurial way, in particular to perform the so-called free profession; is prepared to establish and run a business or organization related to the practical application of linguistic competences and philological or interdisciplinary knowledge.	P6U_K	P6S_KO
COMPETENCE– professional role	FA_KR01	Is aware of the professional responsibility of an English philologist related to the mission of promoting values such as tolerance, respect for linguistic and cultural differences, and building bonds between various social groups.	P6U_K	P6S_KR

	FA_KR02	Is sensitive to unfavorable social phenomena manifesting themselves in the form of discrimination, harmful stereotypes, social prejudices, in particular resulting from intercultural differences; understands the need to take action to correct them.	P6U_K	P6S_KR
	FA_KR03	Reveals sensitivity to the principles and standards of ethics applicable to him in the performance of his professional activities; is ready to follow them in situations where ethical and professional dilemmas arise for the good of others and the ethos of his profession.	P6U_K	P6S_KR

Explanation of symbols:

FA	- field of study: "English philology"
WG	- category of learning outcomes: "knowledge" - "scope and depth"
WK	- category of learning outcomes: "knowledge" - "context"
UK	- category of learning outcomes: "skills" - "communication"
UO	- category of learning outcomes: "skills" - "organization of work"
UU	- category of learning outcomes: "skills" - "learning"
UW	- category of learning outcomes: "skills" - "use of knowledge"
KK	- category of learning outcomes: "social competences" - "critical approach"
KO	- category of learning outcomes: "social competences" - "responsibility"
KR	- category of learning outcomes: "social competences" - "professional role"
01 i kolejne	- learning outcome numbers

1.4 Classes or groups of classes, regardless of the form of their conduct, along with the assignment of learning outcomes and program content to them ensuring the achievement of these outcomes and the number of ECTS points

1. GENERAL EDUCATION		
Directional learning outcomes	**Occupational Health and Safety Training**	**ECTS: 0**
FA_WG01 FA_WK03 FA_UK05 FA_KR03	Definition and essence of occupational health and safety. Basic legal acts in the field of occupational health and safety (Labour Code, Regulation on occupational health and safety at universities, Fire Protection Act, Regulation on general occupational health and safety regulations, Regulation on occupational health and safety training, Regulation on the technical conditions to be met by buildings and their location). Institutions supervising compliance with occupational health and safety regulations. Obligations and powers of the Rector in terms of compliance with occupational health and safety rules at the university. General health and safety rules	

	applicable at the university. General rules regarding buildings, rooms, machines and devices and the requirements they should meet. Rules for equipping buildings/rooms with fire-fighting equipment and first aid kits. Rules for moving in communication routes. Definition of harmful factors and actions to optimize the effects of factors. Accident hazards, types of accidents. Causes of accidents. Basic rules of fire protection. Legal acts in the field of fire protection. Prevention of fire hazards. Rules of conduct in the event of a fire hazard. Rules for using fire extinguishing equipment. Types of fire extinguishers. Evacuation procedures. Evacuation signs used. Safety signs used in fire protection. Procedure in the event of an accident. Regulations regulating the obligation to provide first aid to the injured person. Basic resuscitation procedures. Side position fixed. Treatment of wounds, fractures, dislocations and burns. Procedure in case of electric shock. Treatment in case of poisoning.	
Directional learning outcomes	**Academic Skills**	ECTS: 1
FA_WG01 FA_WK02 FA_WK05 FA_UK05 FA_UO02 FA_UU01 FA_KR03	The education system in Poland, the functioning of universities in Poland. University characteristics, structure and employees. Discussion of the university's statute and study regulations. Methods of obtaining information and communicating at the university (including preparing basic letters and e-mails), behavior at the university. Preparing a paper, presentation, project, case, essay, project or diploma thesis, including explaining the difference between quoting and unlawful use of someone else's text. Taking care of copyright and related rights.	
Directional learning outcomes	**Foundations of Social Communication**	ECTS: 3
FA_WG01 FA_WG07 FA_WK01 FA_UO02 FA_KK02 FA_KR01	What is social communication - theories and approaches in communication science. Intercultural communication - the influence of culture on the perception of social reality and methods of communication. Nonverbal communication. Types and methods of defense against social influence. Methods of manipulation in social	

	communication. Crisis communication and helping behavior. Advertising and marketing communication. Knowledge about the social world and its relationship with communication. Practical applications of communication knowledge: running social media.	
Directional learning outcomes	**Anthropology**	**ECTS: 3**
FA_WG01 FA_WG07 FA_WK01 FA_UO02 FA_KR01 FA_KK02	Cultural anthropology as a scientific discipline, main anthropological schools and theories, field research method, basic categories - myth, time, space, symbol, ritual, foreignness. Cultural institutions, ethnographic museums, their history, evolution and present day. Historical outline of cultural anthropology and ethnography, history of the discipline in Europe and Poland, history and role of ethnographic museology in Poland. Basic anthropological categories (culture, valorization of time, space, sign, symbol, ritual), social and individual dimensions of culture, stratification of Polish culture, basic ethnographic regions in Poland, costumes in main regional areas, connections between anthropology and management, organizational culture, intercultural management .	
Directional learning outcomes	**Foundations of philosophy**	**ECTS: 3**
FA_WG01 FA_WK01 FA_WK02 FA_UK01 FA_UK05 FA_UU01 FA_KK01 FA_KK02	Philosophy as reflection and knowledge about the world. The structure of philosophy. The method of philosophy. The goals of philosophy. Species of human knowledge. Philosophy and science. Disputes about the nature of reality (question about arche, dispute about substances: monism, dualism, pluralism, dispute about the existence of the world: realism - idealism). Great ontological and metaphysical systems (Plato, Aristotle, Saint Augustine, Saint Thomas, Descartes, Kant, Hegel). Dispute over the sources of knowledge: genetic rationalism (nativism), genetic empiricism, rationalism-irrationalism. Dispute over the method of knowledge (apriorism,	

	aposteriorism). Dispute about the subject (limits) of knowledge (realism, skepticism, agnosticism). Selected concepts of truth: classical (Aristotelian) concept of truth, non-classical theories of truth. The problem of the absoluteness and relativity of truth. Philosophical anthropology: psychophysical problem, anthropological dualism (Plato, Descartes), Aristotle's hylemorphism, Christian concepts of man, existentialist vision of man). Basic trends in contemporary philosophy (positivism and neo-positivism, existentialism, philosophy of dialogue, personalism, pragmatism and postmodernism). Fundamental questions of the philosophy of values (dispute about the existence of values, axiological order, knowledge of values). Trends and schools in ethics. Descriptive ethics and normative ethics. Issues of meaning and purpose in life. Social philosophy. Basic social values: justice, equality, freedom. Visions of a good state. Selected issues of aesthetics (beauty as an idea, subjectivization and individualization of beauty in the light of taste criticism, aesthetic experience, beauty of nature). Philosophy of language (language as a medium and as an object of knowledge, the nature of meaning, the use of language, understanding language, the relationship between language and reality). The dispute about universals. Translation and interpretation. Cognition and understanding.	
Directional learning outcomes	**Introduction to psychology**	**ECTS: 3**
FA_WG01 FA_WK01 FA_WK03 FA_UO02 FA_UU01 FA_KK02 FA_KK03 FA_KR02	Introduction to the study of psychology (main schools and fields and their comparison). Psychology as a scientific discipline - its subject, methods and goals. Stages of human mental development. Perception processes. Attention processes. The process of learning and remembering. Thinking and intelligence. Emotions and motivation. Language and communication. Individual differences, temperament and personality. The individual towards the community. Conduct disorders. Psychology as a field of practice - practical applications of psychology in various areas of life. Cognitive processes: sensations, perception, attention. Cognitive processes: memory, thinking, learning. Emotions: typologies, functions, importance for human life. Motivation: types,	

	functions, importance for human life. Personality - the Big Five theory, personality measurement and importance in explaining human behavior. Mechanisms of social influence: examples of social experiments and possible applications of the results of these experiments. Social mechanisms of aggression, stereotyping, social exclusion and ways to counteract them. Ethical aspects of psychology.	
Directional learning outcomes	**Physical Education**	**ECTS: 0**
FA_WG01 FA_UU01 FA_KK01	Rules for safe participation in sports and recreational activities. Health training. Forms of physical activity accompanied by music - aerobics, TBC, yoga. Body shaping exercises using fitness equipment. Team sports games - football. Aerobic classes. Types of aerobic activities. Aerobic training and its functions. Learning and demonstrating exercise techniques. Team sports games - volleyball. Table tennis - learning and improving the execution of basic technical elements. Elements of ballroom dancing. Samba, cha-cha, rumba, salsa, jive, disco samba, rock'n'roll, English waltz, tango, Viennese waltz, slow fox and quickstep. Corrective and compensatory classes supported by relaxation exercises. Team sports games – basketball. Team sports games - handball. Badminton - learning and improving basic technical elements. Futsal - learning and improving game techniques. Developing motor skills and technical skills through general development games and exercises.	

2. SPECIALIZED EDUCATION	
2.1. PRACTICAL LANGUAGE LEARNING	
Directional learning outcomes	**Practical English: Vocabulary and reading**	**ECTS: 12**

FA_WG02 FA_WK02 FA_UK02 FA_UK04 FA_UK05 FA_KK03 FA_KO01	Part I The importance of selecting texts and lexical tasks for effective learning of English. Reading comprehension – preparation for reading texts. Value-creating and educational function of text used in learning a foreign language – discussion. Traditional and online resources used in learning English vocabulary. Review and critical assessment of their value. Exercises in finding and using them. Practical exercises simulating the use of these resources in the work of an English teacher. Vocabulary about work, the business environment and employees. Specialized vocabulary related to education, foreign language acquisition and teaching. Reading and analysis of English-language articles from the daily press. Vocabulary in everyday communication: tourism, travel and hobbies. Searching, analyzing the didactic value and adapting English-language texts for teaching English at different levels of learning and suitable for different groups of learners. A review of various textbooks used in the work of an English teacher, from such publishers as OUP, Macmillan, Collins, CUP, and Pearson Longman. Independent composition of texts and related lexical tasks that can serve as teaching materials in the work of an English teacher. Part II Vocabulary regarding science and the education system. Reading comprehension – developing reading strategies. Elements of the methodology of classes in the field of teaching English vocabulary: examples and analysis of various educational activities and tasks in the field of teaching and learning English vocabulary. Selection of appropriate lexical tasks. Learning to use online British and American English corpora. Analysis of texts for use in teaching English vocabulary and adaptation of texts for teaching purposes. Reading texts from the English press. Vocabulary about school, science and education: classroom equipment, exams, school activities, people at school, school supplies and items, types of schools, organization of the school year, passing exams, school life. Vocabulary related to culture: art, cinema, music, book, radio, television, theater, religion. Vocabulary related to health: health condition, doctors and medical specialties, dentist, hospital and its equipment, health tests, pharmacy, drugs and treatment, surgeries, diseases and their symptoms, addictions,

	health care and a healthy lifestyle. Presentation of lexical educational tasks prepared by students in simulated conditions with different specificities of learners (micro-teaching). Substantive and methodological discussion. Part III Specialized vocabulary related to politics and society. Improving reading comprehension – practical tasks. Teaching through the practice of simultaneous training (active listening and analysis of texts, understanding texts - cognitively and linguistically). Creating your own glossaries in a specialized area chosen by the student for translation purposes. Learning to use online tools for lexical analysis - Compleat Lexical Tutor. Exercises in the use of glossaries created by students when translating samples of specialized texts from a selected area. Analysis of the strengths and weaknesses of completed translation samples. Part IV Collocations and idiomatic expressions in everyday communication. Translation exercises. Improving the ability to read and translate fragments of English literature: poetry and prose. Lexis: the world of living nature - plants, animals. Exercises on the use of vocabulary and reading comprehension skills on the topic of the inanimate world - the natural environment, the environment changed by humans, and environmental protection. Lexis: climate, weather, seasons, natural disasters, man-made disasters.	
Directional learning outcomes	**Practical English: Grammar**	**ECTS: 12**
FA_WG02 FA_WK02 FA_UK02 FA_UK04 FA_UK05 FA_KK03 FA_KO01	Part I Elements of the methodology of teaching and learning English grammar – part 1. Review and assessment of the value of educational resources used in teaching, improving one's knowledge and checking English grammar at various levels of teaching. Online sources and applications supporting the teaching of English grammar and checking the correctness of grammatical structures used in context. Verb phrase – aspect and tense of the verb. Reading & Practice - Everyday context. Practice - business context. Modal verbs and their functions in communication. Reading & Practice – everyday context. Practice – business context. Passive voice and its correct use in everyday and formal communication. Reading. Practice – everyday context. Practice – business	

	context. Project: exercises in searching for resources and creating tasks and teaching materials for teaching English grammar, based on the example of grammar issues covered in the current semester.
	Part II Elements of the methodology of teaching and learning English grammar - part 2. Review and evaluation of the didactic value of different types of tasks and lesson organization used in teaching English grammar at different levels of education. Examples and methodological analysis of the organization of English grammar lessons. Correct use of adverbs in a sentence. Practice & self-study. Noun phrase: Countability as a feature of a noun. Practice & self-study. Noun phrase: Definite and indefinite articles - their features and communicative functions in speech
	and writing in general and business contexts. Conducting mini-lessons of English grammar prepared by students in simulated conditions with different specificities of learners. Substantive and methodological discussion
	Part III Coordinate sentences and correct use of conjunctions. Self-study & Practice. Relative subordinate clauses and the correct use of relative pronouns. Practice & Self-study. Form and use of reported speech in English. The most common grammatical errors in English translations – part 1. Exercises in correcting grammatical errors in student translation samples.
	Part IV Conditional sentences – real and hypothetical meanings. Emphatic structures and inversion. Sentence order and verb syntax. The most common grammatical errors in English translations – part 2. Exercises in pairs: correcting grammatical errors in samples of your own and other people's written translations.

Directional learning outcomes	**Practical English: Speaking**	**ECTS: 8**
FA_WG02 FA_WK02 FA_UK01 FA_UK02 FA_UK04 FA_UK05 FA_KK03 FA_KR01	Part I Elements of the methodology of teaching a foreign language during conversation classes, part 1: Scheme of conversation classes and rules for preparing an outline of conversation classes that can be carried out with the participation of various groups of learners. Practical exercises - presentation and analysis of lesson plans and	

	conversation exercises prepared by students. Conversations about business and professional life - business skills, motivation at work, recruitment, intercultural management. Conversations about education, foreign language teaching, and the context of an English teacher's work. Linguistic functions necessary during a debate - formulating arguments and questions, part 1. Conversations about tourism and its management.
	Part II Elements of foreign language teaching methodology during conversation classes. Principles of conducting conversation classes in the foreign language teaching process - part 2. Conversations on business topics: company structure and women in business. Conversations regarding the economic situation. Conversations about politics and taxes. Formulating arguments during debates and conversations, part 2. Students' statements about tourist attractions in a selected country. Conducting mini-lessons of English conversations prepared by students in simulated conditions with different specificities of learners. Substantive and methodological discussion.
	Part III Conversations on law, politics and current political and social events. Sight translation exercises. Simultaneous interpreting exercises in pairs. Conversations about family and everyday life. Samples of consecutive interpreting. Exercises. Whispered interpreting (work in groups and pairs).
	Part IV Conversations on food, food, food preparation, culinary preferences, culinary traditions, recipes, healthy eating, obesity problems, stimulants. Conversations typical for handling official matters, at the post office, at the bank, at the tax office; bureaucracy and filing complaints. Conversations about law and courts, crime, corruption, judiciary. Conversations about spending free time and recreation, holidays, entertainment, sports activities, tourist destinations; hotels and restaurants. Negotiation, meeting and simultaneous translation exercises regarding management by a tour operator. Conversations on business customs, business meetings, discussing financial issues, ways of doing business, commercial topics, business negotiations, business etiquette. Business meeting – samples of simultaneous and consecutive interpreting. Translator's work ethic. Professional secrecy. Practical aspects of translator's behavior in various situational contexts.

Directional learning outcomes	**Practical English: Writing and stylistics**	**ECTS: 12**
FA_WG02 FA_WK02 FA_UK01 FA_UK02 FA_UK04 FA_UK05 FA_KK03 FA_KR01	Part I The importance of written statements in the process of teaching a foreign language. Elements of the methodology of teaching the formulation of written statements by learners at various levels of advancement. Forms of useful written statements in a professional context - email, memorandum, text messages, podcasts, wikis, response blogs. Tasks in creating various forms of written statements. Analysis of written tasks included in English textbooks. Typical mistakes made when composing various forms of texts. A way of communicating feedback to the learner. Practical exercises in identifying and correcting errors in written statements. Practical exercises in text composition: coherence and cohesion. Practical exercises in text composition: paragraph structure: introductory sentence, arguments, summary sentence. Practical exercises in writing simple and complex sentences, subordinate and superior. Practical exercises in text composition: description as a short written form. Practical exercises in text composition: paraphrasing and summarizing the source text. Part II Practical exercises in text composition: preparing an outline and thesis. Practical exercises in text composition: Writing critical texts and using these forms of expression in teaching English at various levels of teaching and in a professional context. Practical exercises in text composition: inclusive language vs. exclusionary, examples of the use of discriminatory and politically incorrect language. Proofreading texts for inclusive language. Practical exercises in text composition: composition and communication of positive messages, i.e. e-mail, memorandum, letters and replies to them). The use of these forms of expression in teaching English at various levels of education and in a professional context. Practical exercises in text composition: composition and communication of negative messages, i.e. refusals. The use of these forms of expression in teaching English at various levels of education and in a professional context. Practical writing exercises: parallelism and problems with sentence structure. Identification and repair of errors.	

	Part III Practical exercises in text composition: argumentative text. Practical exercises in text composition: contrastive essay. Practical exercises in text composition: taking notes in a translator's work - taking notes during consecutive and simultaneous interpreting. Exercises in text composition: legal and legal texts. Samples of translations of official documents. Exercises in text composition: business and commercial texts. Written translation samples. Examples of conveying emotions in various types of written business statements. Exercises in pairs on linguistic correctness in writing texts in English - proofreading your own text and proofreading someone else's text.
	Part IV Various categories of texts used in the tourism industry - overview and characteristics. Advertisements and offers of services of travel agencies and agencies - examples, independent composition of sample advertisements and offers by students. Tourism websites. Composition of texts for a website. Information texts in hotels and tourist resorts; safety instructions, building plans and their descriptions, markings of various hotel zones, hotel forms, restaurant menus, price lists - examples, independent composition of individual text categories by students. Movement and transport - names of streets, districts, cities and regions, road and highway markings, road signs, information boards, descriptions of maps and plans, information signs at stations, stops, airports, in airplanes, taxis, and buses. Tourist guides and websites about tourism - students prepare texts for tourist guides and websites. Descriptions of monuments, places and objects of tourist interest. Composition of texts using various source materials. Exercises in written translation of various categories of texts on tourism.

Directional learning outcomes	**Practical English: Integrated Skills**	ECTS: 6
FA_WG02 FA_WK02 FA_UK01 FA_UK02 FA_UK04 FA_UK05 FA_KK03 FA_KR01	Part I News service. Working with source material: analysis of news from British television news services. Discussion of the linguistic aspects of news websites. Discussion of substantive issues discussed in the information service. Editing of information "news", analysis of the content and form of news. Fakenews. Audio-	

	video recording of an information service prepared by students. Discussion on verbal and non-verbal communication. Informal communication. Colloquial and slang idioms and expressions used in everyday English. Language simulation games. Formal communication. Applications and applications. Job applications. Cover letters. Letters of recommendation. Forms. Legal communication. Legal professions. Courts and terminology related to court processes. Lawsuits, contracts, legal letters - translation samples. Part II Computers and the use of the Internet for professional purposes. Information technology. Review of a selected online service/online store. Political correctness. Manifestations and examples of the PC phenomenon. Text analysis for PC language. Analysis of politicians' statements in terms of PC. Contesting political correctness – Little Britain – analysis and discussion. Journalese – the language of magazines. Categories of magazines and journals. Analysis of sample articles from various categories of magazines and journals. The composition of the article in the style of a specific magazine. YouTube – a contemporary form of social communication. Linguistic and content analysis of selected YouTube channels. Presentation of students' favorite channels. Argumentating your own choices and preferences. Hate speech – a phenomenon, its definitions, consequences, abuse, instrumentalization and political correctness. Hate speech and permitted criticism – debate. Analysis of examples of hate speech from TV and the Internet. Science and the language of science. Analysis of a popular science article. Analysis and composition of a scientific article. Linguistic correction of a scientific article. Linguistic competences and substantive competences in a given scientific discipline – discussion. Business – the language of trade and business. Code of conduct and etiquette in situations usiness communication. Terminology of meetings and negotiations. Negotiations – simulation game.

Directional learning outcomes	**Latin in Use: Relevance to Modern Language Studies**	**ECTS: 3**

FA_WG01 FA_UW01 FA_UO03 FA_KK01 FA_KK02	The importance of the Latin language for the structure and lexis of modern European languages. Latin language – influence on Germanic languages. Declination of nouns and adjectives by cases. Inflection of pronouns: personal, possessive, relative and demonstrative by cases. Use of prepositions. Grading adjectives and adverbs. Verb conjugation by people in the passive and active voice, in the indicative and imperative mood. The subjunctive mood and its use in single and complex sentences. Constructions specific to the Latin language and their use. Creating present, past and future tenses. Formation and use of participles. Numerals. Vocabulary related to reading the map of Europe and Italy. Vocabulary related to family life and home. School-related vocabulary. Vocabulary about body parts and animal names. Basics of Roman chronology. Creating questions. Latin culture throughout history: translation theory in Cicero, St. Hieronim and Leonardo Bruni. Monuments of ancient Latin culture - presentations prepared by students. The influence of Latin culture and its contemporary significance. The influence of the Latin language on Germanic languages.	
Directional learning outcomes	**Additional foreign language: German**	**ECTS: 28**
FA_WG03 FA_UK03 FA_UK05 FA_UO02 FA_KO01 FA_KR02	Module 1: getting to know each other, personal details, family and friends, introducing yourself and other people, conjugations of sein and haben verbs and regular verbs, possessive pronouns in the nominative case, cardinal numbers 0-100, definite and indefinite articles. Module 2: shopping, everyday items, work and office, names of furniture and goods, asking about the price, expressing assumptions and misunderstandings, accusative, numerals 100-1000000, negative kein. Module 3: free time, plans, food, hobbies and interests, compliments, free time activities, days of the week, clock time, modal verbs, conjugation of selected irregular verbs Module 4: traveling, calendar, celebrations, means of transport, time of day, year, duties, important events, celebrations, inseparable verbs, introduction of Präteritum and Perfekt tenses - introductory information. Module 1: tourism, home, city and countryside, orientation in the city, asking for directions, description of the apartment,	

| | looking for an apartment, advantages of living in the city and in the countryside, possessive pronouns in the accusative case, dative case, personal pronouns in the dative case. Module 2: troubles, dreams, health, problems, description of emotions, request for help, priorities, plans for the future, visit to the doctor, body parts, imperative mood, verb werden Module 3: appearance, responsibilities, road traffic, character traits, people then and now, expressing opinions about others, household chores, orders, prohibitions, permissions, means of transport, time Perfect with separable verbs, imperative mood of separable verbs Module 4: clothes, weather, celebrations, dressing styles, expressing preferences, weather forecast , climate, holidays, expressing wishes, ordinal numbers, denn conjunction, grading of adjectives and adverbs. Module 1: professional and family life, home furnishing, leisure, professional career, family stories, furnishing, moving, description of landscapes, possessive pronouns in the dative, prepositions indicating direction and place, creating gerunds. Module 2: in the store, sightseeing, culture, shopping, packaging, weight units, planning a city tour, planning a weekend, cultural events, conjugation of adjectives - introduction. Module 1: friendship, work and profession, vocation, description of a true friend, reporting on the past in relation to professional life, profession and passion, relative clauses Module 2: customer service, future, invitations, filing complaints, telephone calls, new technologies, plans for the future, official and unofficial invitations, conjunctions obwohl and trotzdem, falls, future tense Futur I. Module 3: advising, sport and health, wasted opportunities, strategies for giving advice, animals, a healthy lifestyle, reacting to dissatisfaction when something went wrong, infinitive with "zu", subjunctive mood Konjunktiv II Vergangenheit. Module 4: happiness, company events, speech, celebrations at work, misunderstandings, words with multiple meanings, effective communication, past tense Plusquamperfekt, genitive. Module 5: further education, applying for a job, youth, job advertisement, job application, job interview, participles in the adjectival function, the verb brauchen plus "zu". Module 3: healthy lifestyle, diseases, restaurant, eating habits, sports disciplines, ailments, names of diseases, ordering food in a restaurant, conjunctions weil, deshalb, subjunctive mood of modal verbs. Module 4: company, foreign languages, post, |

	presenting form, everyday objects, reflexive verbs, foreign language learning strategies, types of learning, sending letters, parcels, media, television Internet, passive voice in the present tense, time sentences with als and wenn. Module 5: traveling, state and society, profession, dream trip, hotel services, event planning, politics, disciplinary documents, literature, vocational education, choice of profession, verb reaction, Präteritum of modal verbs, prepositions with accusative and dative cases. Module 1: principles and rules, society, biographies, democracy in BRD, environmental protection, garbage sorting, passive voice with Perfekt and Präteritum. Module 2: beauty, beauty, beauty contest, beautiful people have it easier in life, beautiful moments in life, phrases with body parts, sentence order with accusative and dative case. Module 3: neighbors, rules of coexistence, characteristics of neighbors, conflicts with neighbors, understanding with neighbors, active listening, complex tasks, adjectives starting with –fre, -voll, -arm, -reich, -haltig, -los, essay. Module 1: feelings and emotions, reason, describing thoughts, feelings, expressing criticism, tact, subjective use of modal verbs, reading literary texts Module 2: achievements and failures, maxims and sayings with the word "Leistung", understanding radio broadcasts, innovations at school , job-coaching, emotional intelligence, combining the elements of consent and effect sentences. Module 3: mobility in the global village, types of holidays, travel planning, working where others spend their holidays, interpreting quotes, adverbial sentences, reasons, sentence braces.	
Directional learning outcomes	**Additional foreign language: Russian**	**ECTS: 28**
FA_WG03 FA_UK03 FA_UK05 FA_UO02 FA_KO01 FA_KR02	Russian alphabet: straight, cursive and handwritten. Basics of Russian phonetics: sounds, vowel reduction, accent. Palatalization: soft and hard sign. Phonetic assimilation in Russian. Basics of conversation: greetings and farewells, formal and informal contexts. Introducing yourself, describing yourself, formal and informal contexts.	

| | Describing family and third parties. Basics of grammar: grammatical gender, basic inflection by cases, grammatical tense. Basics of grammar: personal and possessive pronouns, conjugation of adjectives. Punctuation rules. Past, future and present tense: grammatical aspects. Simple media materials. Comparatives and their use. Salutations to friends and strangers. |
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Conjugations in Russian. Replacement of consonants in conjugations. Simple prepositions and compound prepositions. Spelling of foreign words, names and surnames. Clock, time, dates and deadlines. Grading adjectives. Declinations. Daily activities and responsibilities. Basic written forms, paragraph structure.

Formulating questions. Irregular verbs. Listening: advertisements, dialogues, stories. Reading: job descriptions, university websites, short stories. Descriptions of places, houses, buildings and equipment. Family, family members. Description of human physical characteristics.

Description of character traits. Shopping: where and how to buy? Kitchen and dining room: food products and kitchen equipment. Social gatherings: planning meetings. Restaurant: orders and greetings. Professions, skills and hobbies. Job advertisements, descriptions of experience and education. E-mail: correct forms and phrases in e-mail. Descriptions of nature: fauna and flora. Clothing and fashion. Metric system: length, weight and volume. Invitations and letters, formal and informal contexts. Subjunctive. Thematic dialogues in pairs. Call. Weather and descriptions of atmospheric phenomena. Travel and tourism. Cities and immediate surroundings. Asking for directions and giving directions. Transport methods: public transport, trains, cars. Free time activity. Formulating sentences in the imperative mood. Numerals: cardinal, collective and ordinal. Shortened forms of adjectives. Common colloquialisms in Russian. Holidays and occasions: holidays in Russia, expressing wishes, giving thanks. Ecology and environment. Sport and Recreation. Art in Russia: music and film. Visit to institutions: post office, bank, office. Other nationalities and cultures. Health, diseases and visiting a doctor. Body parts. Popular culture in Russia. Computer: Russian in computer programs. RUnet: culture and language of the Russian Internet. Writing informational texts. Essay: useful phrases and work structure. Argumentation in Russian.

	Conflicts and interpersonal problems. Feelings and expression of emotions depending on the context. Science and technology. State and society, structures in force in Russia. University and student life. Russian vocabulary and terminology in linguistics. The most outstanding figures of Russian literature.

Directional learning outcomes	**Additional foreign language: Polish**	**ECTS: 28**
FA_WG03 FA_UK03 FA_UK05 FA_UO02 FA_KO01 FA_KR02	Alphabet and grammatical terminology. Phonetic and spelling exercises. Establishing contact – formal and informal formulas. Introducing yourself (name, surname, address, telephone number), obtaining basic information. Asking about your well-being, expressing your well-being. Numbers from 0-10. Conjugation of verbs: to be, to have, to live. Personal pronouns. Numbers from 10-100. Detailed presentation - age, appearance, character traits, nationality, origin, language. Conjugation of verbs from the conjugation group m, sz. Nominative and instrumental singular of nouns and adjectives. Asking questions about information and decisive questions (What? Who? Whether?). Providing and obtaining information about the family. Vocabulary related to family. Accusative singular of nouns and adjectives. Expressing interests and hobbies. Finding out information about your interests. Expressing time relations and frequency expressions. Structures with the instrumental case (interest + instrumental case) of both numbers. Modal verbs. Conjugation of verbs of the conjugation group ę,isz/ysz and ę, esz. List of conjugations. Everyday routine. Times of day and hours (24-hour clock). Names of the days of the week. Verbs of movement (go/drive, go/walk) and verbs related to daily routine. Ordinal numbers 1-24. Personal pronouns in the instrumental and accusative cases. Shopping – names of stores, names of food, dishes, dishes, drinks. Creating dialogues in a store, restaurant, kiosk and other service points. Ordering a table in a restaurant, taking a taxi and reserving a hotel room. Purchasing tickets – vocabulary related to the airport, bus and train stations. Nominative and accusative plurals of nouns and adjectives.	

	Quantities and names of measurements (lot, package, kilogram). Negation. Expression of ownership (friend's house). Prepositional phrases related to the genitive case. Genitive singular and plural of nouns and adjectives. Offering, accepting and declining meeting opportunities. Expressing hourly relations (from, to, at). Determining the purpose of the trip – prepositional phrases with the genitive case and the accusative case (I'm going to... to...). Expressing time relations - past tense in the imperfective aspect. Past tense of imperfective verbs. Time expressions, names of months, adverbs of time. Irregular verbs in the past tense. Expressing time relations - the future complex tense. Future tense of imperfective verbs. Expressing wishes and plans, adverbs of time. Modal verbs in the future tense. Question about location - prepositions related to location and locative. Locative of both nouns and adjectives in prepositional phrases specifying the place, time and subject of a conversation. Names of cardinal directions and objects in the city. Describing the route, giving instructions on how to reach the destination.
	Layout of the apartment/house, furnishings, types of rooms, names of furniture. Renting an apartment. Static prepositions and location expressions with instrumental, genitive and locative. Talking about the past. Creating a biography (undated). Past tense of imperfective and perfective verbs. Prepositional phrases related to time relations. Rules for using verb aspects in the past tense. Description of a person, their appearance and character - expanding vocabulary. Comparing and expressing opinions. Declension of nouns and adjectives in both numbers - repetition of the learned forms. Plural form of masculine nouns and adjectives. Describing situations and presenting facts from the past. Expressing time relations related to the past. Cardinal and ordinal numbers in adverbs of time and date. Repetition and consolidation of the difference in the use of verb aspect. Talking about plans for the future - expressing fears, hopes, wishes. The education system in Poland, vocabulary related to school, university and student life. Creating the future tense in the perfective aspect. Conditional sentences with the conjunction if/if.

	Weather phenomena, stories about the weather. Seasons. Names of body parts and symptoms of the disease. Dialogues at the doctor. The difference between an adjective and an adverb. The structures hurt me, they hurt me. Grading adjectives and adverbs. The pronoun yours and yourself. Dative of both numbers of nouns and adjectives. Verbs requiring a dative case. Sentence structure with dative case. Talking about life problems and interpersonal relationships. Static prepositions - repetition of connections with nouns. Dynamic prepositions. Exploring Polish regions and tourist attractions. Connectivity of dynamic prepositions with noun forms. Comparison of static and dynamic prepositions. Verbs of motion are derived from the verbs to go and drive. Vacation planning. Dialogues at the bus station, train station, airport. Verbs describing how to move (fly, sail, drive). Writing a story about your travels using the verb aspect in the past tense.
	Talking about well-being and a healthy lifestyle. Advising and advising against – short statements. Expressing negative and positive feelings. Creating and using the imperative mood in the affirmative and negative forms. Aspect of the verb in the imperative mood. Holidays and traditions in Poland. Expressing wishes and congratulations. Expressing sadness, joy, sympathy. Talking about family and state celebrations. Creating greeting cards. Conjunctions and their use in coordinate and subordinate sentences. Talking about technology and inventions - describing, defining purpose and purpose. Dialogues at service points. Complaints and submitting a complaint. Rules for creating a passive adjectival participle. Rules for creating and using the passive voice.
	Types of numerals. Numeral inflection and its functions in a sentence. The relationship between the numeral and the forms of the verb and noun in a sentence. Discussion on the consumerist lifestyle.
	The primary of both numbers – different functions in the sentence. Instrumental that appears after prepositions. The instrumental form appears immediately after verbs. Question marks in the instrumental case depending on the function in the sentence. Talking about cinema and films - preferences and characteristics of different types of films. The prepositions na and do and their use in a sentence. Difference between the verbs know and know.

	Functions of the accusative case in a sentence. Prepositions followed by the accusative case. Work in Poland – writing a CV and cover letter. Vocabulary related to various jobs and job interviews. Talking about dreams. Subjunctive. Sentence transformations with the subjunctive mood. Talking about conflicts. Formulating arguments in discussions. Creating short speeches. Formal style in official texts. Multiple verb negation. Talking about exams and tests. Giving advice, conducting conversations. Idiomatic expression.
	Impersonal verb forms. Expressing wishes, expectations, obligations (verb should, should). Describing household and family responsibilities. Creating sentences with the conjunction so in opposition to that. Reported speech. Verb reflexive side.
	Life in the countryside and life in the city. Comparative structures and consolidation of the rules for grading adjectives and adverbs. Creating summaries and comparisons in the form of tables and their characteristics. Talking about mass media, social networking sites. Establishing contact in conversation and writing e-mails. The vocative of both numbers of a noun. Variation of negative pronouns (no one, nothing, none) and interrogative pronouns (what, which, whose). Official and official letters – structures and expressions typical of the official language. Formatting official letters. Writing sample letters. Spelling exercises. Rules for using upper and lower case letters. Spelling not hyphenated and separated. Basic information about punctuation. Syntactic synonymy - exercises in the use of various forms of nouns, the use of prepositions, verb reactions, numeral forms, temporal and spatial relations, etc. Reading Polish legends. Basic and extended information about Poland (numbers, neighbors, ethnic minorities). Presentation of Polish cities and stories about their own. Phraseological compounds with adjectives derived from country names. Collecting and repeating the declination of personal pronouns. Talking about Polish, traditional food. Combining foods with a tradition or holiday. Reading about world cuisines and expanding vocabulary. Aspect of the verb in the future tense - consolidation of skills. Writing a culinary recipe using the imperative mood. Idioms related to food. Talking about banks and services. A conversation about the Polish currency and dying professions. Career planning, vocabulary related to saving and

	running a business. Putting together a business plan. Consolidation of prefixes defining movement verbs. Expanding vocabulary related to movement. Phraseological compounds using forms of the verbs to drive / go. Verbs denoting multiple actions. Vocabulary and idioms related to hobbies and ways of spending free time. Masculine and substantive (non-masculine personal) forms of the verb. Names of actions (gerunds) and their use in a sentence. Impersonal verb forms - consolidation of skills. Subjectless sentences in all tenses. Words derived from syntactic expressions (suburban, Monday, Podhale). Creating stories using subjectless sentences. Types of utterances (coordinates, subordinates). Coordinate sentences. Collection of conjunctions and division into types (e.g. conjunctive, opposite, disjunctive). Transformations of sentences into complex coordinates. Subordinate sentences – types and conjunctions. Subject and adverbial sentences. Names of those performing the activities. Adverbs - rules for creating unusual adverbs or adverbial expressions (in Polish, from afar, hot). Subordinate complement clauses. Adverbial subordinate clauses of place and time. Prefix nouns and adjectives (delightful, antibodies). Reported and independent speech – consolidation and development exercises. Writing a story and transforming it into reported speech. Syntactic constructions using verb forms can, must, worth, should. Diminutive names (diminutives). Consolidation of the rules for creating, conjugating and using passive adjectival participles. Rules for creating, conjugating and using active adjectival participles. Rules for creating, conjugating and using modern adverbial participles. List of participles. Subordinate adverbial clauses of manner, degree, measure, cause. Rules for creating place names (sugar factory, confectionery shop, sewing room). Adverbial subordinate clauses, consents and conditionals. Expressing compromises through a proposal (it would be good to...), a question about acceptance (is it possible...), positive and negative conditioning. Rejecting compromise. Developing subordinate sentences – sentences using relative pronouns (what, when, where, which). Argumentative written statement – characteristics and style. Writing short and long forms of argumentative statements. Description of the object and characteristics of the person -

	characteristics of the statement and style. Writing longer statements in the form of description and characterization. Editing short written statements - invitation, biographical note, thanks, advertising slogan. Characteristic features of texts and style. Rules for preparing oral statements. Stylistics of monologues and longer oral statements. Preparing short presentations on a selected topic and giving oral commentary.

2.2. BASIC PHILOLOGICAL EDUCATION (LINGUISTICS, LITERARY STUDIES, CULTURAL STUDIES)

Directional learning outcomes	Introduction to linguistics	ECTS: 3
FA_WG04 FA_UW01 FA_UK01 FA_KK03	Basic assumptions of linguistics in a synchronic approach. Language as a system and communication tool. Linguistics as a field of scientific research, its subject and tasks. Basic directions, currents and methods of linguistic research. Language subsystems, their units and description. Linguistic varieties and a brief outline of the history of the English language. Issues in applied linguistics in outline. Relationships between selected fields of study and linguistic methods with methods of teaching foreign languages. Functioning of language in society. Linguistic description and translation studies. Schools of modern linguistics from structuralism to cognitive concepts. Ferdinand de Saussure's structuralism and his approach to language as a two-class system of signs (system and its use: langue vs. parole; code and its use). Significant features of natural language and its specificity compared to other communication systems: conventionality, the problem of phonics, double fragmentation, duality and text-creation, universality, abstractness, polysemy, alternation, remoteness, cultural transmission. Functions of language and utterances: functions of language in Jakobson's view and functions of texts and utterances, functions of language as a social phenomenon. Elements of comparative and Indo-European linguistics, linguistic typology, linguistic relativism and linguistic universals. Variation in synchronic terms: varieties and styles of language. Elements of pragmatics, speech acts, structure of the act of communication. Possibilities of applying linguistics in practical philological work with the use of modern technology (language corpora, translators, databases, search engines).	

Directional learning outcomes	Basics of intercultural communication	ECTS: 5
FA_WG07 FA_WK01 FA_WK02 FA_WK04 FA_WK06 FA_UW03 FA_UK01 FA_UO01 FA_UO02 FA_UU01	Culture, communication, interculturality—basic concepts. Cross-cultural communication in history. Ethnocentrism, stereotypes, prejudices: The Other. Totalitarianisms, ethnicisms, nationalisms. Intercultural conflicts. Verbal and non-verbal communication. Emotions in cultures. Communicating emotions. Characteristics of cultural circles. Intercultural communication and world religions. Globalization. Tourism, education, interculturality. Clash of civilizations. Scientific profile of Edward Hall, the creator of intercultural communication. Geert and Gert Hofstede's theory of hidden dimensions of culture. Samuel Huntington's concept of a clash of civilizations. Grades of power distance: low and high. Collectivist cultures and individualistic cultures. Femininity and masculinity in culture. Sapir-Whorf thesis and its importance for intercultural communication.	

FA_KO01 FA_KR01 FA_KR02	Workshop - techniques of establishing contacts with representatives of different cultural groups. Specificity of work in a multicultural environment. Cultural differences and their impact on networking. Relationships in low and high context cultures. Hierarchy and structure in relations with representatives of different cultures. Guanxi in Asian cultures. Workshop—adapting the multicultural work environment to the specific needs of employees/clients. Special needs resulting from cultural and religious differences—adapting the work environment and infrastructure. Prayer/meditation room for representatives of different cultures. Cultural determinants of eating behavior and diet. Workshop - work culture in the perspective of a multicultural environment. Adapting internal communication to a multicultural environment. Approach to work and work ethic in different cultures. Pali-Pali culture and the 996 system in Asian circles. Organization of work during Ramadan. Influence of culture on decision-making models. Polish legal regulations in the field of work organization. Workshop—techniques and methods of integration in a multicultural environment. Activities to promote tolerance in diverse environments. Participation as a form of promoting respect for different cultures. Popularization of knowledge about diverse cultural circles. Planning and funding of events for tolerance. Workshop of work—organization of help for representatives of different cultures. Cultural conditions and the tendency to seek help. Help and concepts of face/honor—organizing help in accordance with the cultural conditions of a given group. People with special needs in multicultural environments. Workshop—solving conflicts in a multicultural environment. Disputes based on religion, ethnicity and culture in the local or work environment. Methods and techniques of mediation in a multicultural environment.	
Directional learning outcomes	**Descriptive grammar of the English language**	**ECTS: 3**
FA_WG02 FA_WG04 FA_UW01 FA_UK01 FA_KK01 FA_KK03	Language grammar—division, basic concepts and levels of analysis. Syntactic structure of sentences and phrases. Noun phrase, article phrase and adjective phrase. Verb phrase: tense, aspect, mood. Descriptive and prescriptive approaches to grammar. Morphological processes in English—lexical, derivational and grammatical morphemes. Typology and structure of sentences, negation in English. Components and hierarchy of syntactic structures, the most important syntactic transformations. Fundamentals of cognitive grammar. Elements of English and Polish contrastive grammar.	
Directional learning outcomes	**English phonetics**	**ECTS: 4**
FA_WG02 FA_WG04 FA_UW01 FA_UW05 FA_UK01 FA_KK01 FA_KK03	Description of the speech apparatus and organs. Specialist terminology in the field of speech apparatus and organs. Pronunciation dictionaries. Ways of using them. English pronunciation dictionaries on Internet resources. Modern technological tools supporting learning English and British pronunciation. Exercises in use. Transcription: international phonetic alphabet, transcription and phonemic symbols, reading and writing transcriptions; description and pronunciation of English vowels, diphthongs and triphthongs, diagram of basic vowels, comparison of English and Polish vowel systems, vowel length in different contexts; description and pronunciation of English consonants: plosives, fricatives and fricatives, nasals, laterals and tremors, aspiration, glottal stop. Articulation exercises. English syllable: consonant clusters, weak and strong syllables. Connected speech rules - elisions, assimilations, intrusions, 'shwa', connecting sounds, contractions. Articulation exercises. Intonation of affirmative and interrogative sentences, question tags, intonation variants depending on the pragmatics of the language. Articulation exercises. Pronunciation of words, phrases and expressions that are particularly difficult. Regionalisms. The phonostylistic diversity of British pronunciation	

and the socio-economic diversity. Causes of errors in Polish-speaking learners. Contrastive analysis of British and American pronunciation. Articulation exercises. Elements of the methodology of teaching British and American pronunciation. Causes of errors in learners depending on the mother tongue. Identifying and correcting pronunciation errors in learners - simulation exercises

Directional learning outcomes	Elements of British cultural studies	ECTS: 3
FA_WG07 FA_WK01 FA_UW03 FA_UK01 FA_UO02 FA_KO01 FA_KR01 FA_KR02	An Outline of England's History. The most ancient times: Celtic Britain, Roman rule, Germanic conquest (Angels, Saxons and Jutes), Viking invasions, Norman conquest. Middle Ages: the Plantagenet dynasty, the Magna Carta, the Hundred Years' War, the Wars of the Roses. Renaissance: the Tudor dynasty, Henry VIII and the Church of England, the Elizabethan era, the war with Spain, the British conquests. Bourgeois Revolution: Stuarts, Colonialism, Puritan Revolution, Cromwell Protectorate, Stuart Restoration. Enlightenment: Industrial revolution of the 18th-19th centuries, Victorian era, colonial expansion, Victorian culture and customs. 20th century and modern times. British national symbols. Ethnic identity. Geographical characteristics of Great Britain. The monarchy and the royal family. British Parliament. Political parties and elections. Religion in Great Britain. Education in Great Britain. British holidays. Contemporary British and American pop culture. Brexit and its consequences. Immigration and the immigration crisis. Background of contemporary conflicts and social tensions in the UK. The role of humanities and philologists in alleviating social tensions and conflicts and building positive intercultural ties.	

Directional learning outcomes	Elements of American cultural studies	ECTS: 3
FA_WG07 FA_WK01 FA_UW03 FA_UK01 FA_UO02 FA_KO01 FA_KR01 FA_KR02	An Outline of United States History. America before Columbus, Colonial America, Enlightenment, Great Awakening. The Revolutionary War, the Declaration of Independence, the US Constitution, the feud between Federalists and Republicans. Andrew Jackson: Populism and Nationalism. The slavery issue, the American Civil War, Reconstruction. 1920s. The Great Depression and the New Deal. World War II and becoming a superpower. USA after World War II: rivalry with the Soviet Union, Korean and Vietnam wars, conflicts in the Middle East, rivalry with China. Current political and social issues and future challenges for the United States. Life in the USA (way and lifestyle, stereotypes, traditions and rituals, calendar of holidays, entertainment and free time, food and meals, traditional cuisine, sports and recreation). US Geography (Largest Cities, Northeast, Midwest, West, South, Southwest, Golden State, Northwest). US political system (political parties, parliament, elections). Religion in the US. US education and higher education system. Economics and Social Welfare in the USA. Media in the USA (television, radio, press). Hip-hop culture and the history of rap music. Current conflicts over social tensions. Problems of racism and the Black Lives Matter movement. Native American rights issues.	

Directional learning outcomes	Cultural studies	ECTS: 2
FA_WG01 FA_WG07 FA_WK02 FA_UW03 FA_KR01 FA_KK02	Introduction to cultural studies. Definitions of culture. Problems of research on culture. The British School of Cultural Studies and the Frankfurt School. Key concepts in cultural studies. Culture and philosophy. The concept of culture in various scientific disciplines. Culture and language. Jacques Lacan's theory of language. Language in terms of Ludwig Wittgenstein and Martin Heidegger. Culture characteristics of languages. The Sapir-Whorf hypothesis. Material culture and spiritual culture. Cultural topographies. Cultural	

	geography. Nations as "imagined communities". Race and ethnicity. Culture and social formation. The problem of culture-power-ideology. Cultural policy. Culture and biology. Culture and the body as a subject of discourse. Culture as a form of control. Feminism. Culture and posthumanism, the body in posthuman terms. Culture and globalization. Race. Multiculturalism. Acculturation in Florian Znaniecki's approach. Culture and modernism and postmodern culture. Culture in the era of the information society.	
Directional learning outcomes	**Introduction to literary studies**	**ECTS: 4**
FA_WG05 FA_WG11 FA_UW02 FA_UK01 FA_KK03 FA_KO01 FA_KR02	Introduction to the study of literature. Departments of literary studies. The subject of research and methods of literary studies. Literary studies against the background of semiotics and the general theory of culture. Determinants of literature, its specific features, related arts. The main elements of the structure of a literary work. Literary types and genres, generic markers and basic genres of lyric poetry, epic and drama, stylistics and semantics of literary expression in the linguistic and literary perspective. Theories of language function with particular emphasis on poetic, magical and persuasive functions. The concept of style and the classification of styles. Stylistic means: phonetic, lexical, morphological, syntactic and semantic. Poetry. Basics of versology: rhythm, stanza, selected versification systems, poetic tropes - metaphor, metonymy, synecdoche. comparative metric elements. Elements of the historical-literary process. Genealogy. Literary analysis of selected works in the field of British literature. Practical possibilities of using literary knowledge in various areas of a philologist's professional work.	
Directional learning outcomes	**Morphology and syntax of the English language**	**ECTS: 3**
FA_WG02 FA_WG04 FA_UW01 FA_UK01 FA_KK01 FA_KK03	Morphology - basic concepts. The concept of morphology and morpheme. Basic differences between morphology, etymology and lexicography. Sections of morphology - inflectional and derivational morphology. Free and bound morphemes. Concepts: base, root, stem, affix, allomorph, clitics, morph. Inflectional and derivational morphemes. Definition of inflection and derivation. Characteristics of inflectional and derivational morphemes. Characteristics, types and functions of prefixes in English. Characteristics, types and functions of suffixes in English. Word formation and word formation processes. Syntax - basic concepts. Universal grammar and the grammars of individual languages. Rules of universal grammar. Rules of division into various lexical and phrasal categories. Types of sentences and the dependence of syntactic types on the characteristics of individual classes of English predicates. The structure of a phrase and a sentence, the rules of sentence formation, derivational processes using a description based on modern models of transformational-generative grammar. The importance of morpho-syntactic knowledge for philologists.	
Directional learning outcomes	**Language acquisition**	**ECTS: 3**
FA_WG08 FA_WK04 FA_UW04 FA_UU01 FA_KO01 FA_KR02	Language as an object of research: basic concepts and methods of research on language acquisition. Speech production and perception. Development of the first (native) language in terms of vocabulary. The architecture of the mental dictionary. Stages of syntactic development in the first language. Universal grammar. Acquisition of phonetics - the mother tongue magnet model (P. Kuhl). Fundamentals of neuro-linguistics of the first and second (foreign) languages. Critical period for language acquisition - questions and controversies. The specificity of learning a second language - syntactic, lexical and phonetic development. Theories of second language learning and acquisition (Krashen, Ullman, Bley-Vroman). Introduction to the methodology of teaching a foreign language - basic concepts. Explicit and implicit learning of a second language. Immersion and bilingual teaching. Who is a bilingual person? – Characteristics of a bilingual mind.	

	Multilingualism and third language acquisition - the concept of language transfer. Affective factors in foreign language acquisition (motivation, stress, intellectual helplessness). Individual differences in the acquisition of foreign languages. The role of socioeconomic factors in the language development of children and adults.	

Directional learning outcomes	**Psycholinguistics**	**ECTS: 3**
FA_WG08 FA_WK04 FA_UW04 FA_UU01 FA_KO01 FA_KR02	Introduction to psycholinguistics: history of the field and research methods. Language features of homo sapiens and features of animal communication systems. Psycholinguistic models of speech production and perception. Key research paradigms in psycholinguistics: behavioral tasks, eye-tracking, neuroimaging. Psycholinguistic research on natural language grammar processing. The architecture of the mental dictionary - key psycholinguistic theories and major research. Processing pragmatic aspects of language: metaphor and non-verbal communication. Theory of mind and language acquisition and processing. Theory and research on discourse and communicative competence. First language acquisition in childhood from the perspective of psycholinguistics. Research on sign languages. The cerebral basis of speech and language: an introduction to neurolinguistics. Introduction to aphasiology and language disorders.	

Directional learning outcomes	**Literature of the English language area**	**ECTS: 4**
FA_WG06 FA_WG11 FA_UW02 FA_UK01 FA_KK03 FA_KO01 FA_KR02	English literature: presentation of the history, development and influence of the most important schools and literary conventions of particular historical periods, taking into account the cultural context; discussion of selected literary texts representative of particular epochs: Middle English poetry, Elizabethan theatre, metaphysical poetry, The Enlightenment, Romantic novel, Victorian novel, Modernist novel, World War I poets, Theater of the Absurd, Contemporary British novel. American literature: presentation of the history, development and influence of the most important schools and literary conventions of particular historical periods, taking into account the cultural context; discussion of selected literary texts representative of particular epochs: Puritanism, Enlightenment, Transcendentalism, 19th-century prose, 19th-century poetry, realism, naturalism, modernist prose, modernist poetry, post-war prose, prose of the Lost Generation, William Faulkner and the literature of the South, poetry after 1945, drama, postmodernism, ethnic writing. References, themes and tropes of British and American literature in contemporary pop culture. Possibilities of practical use of the products of English and American literature in various areas of the philologist's professional work.	

	2.3. EXTENSION MODULE: TRANSLATION THEORY	

Directional learning outcomes	**Theory and techniques of translation**	**ECTS: 5**
FA_WG09 FA_WG10 FA_WG11 FA_WK04 FA_WK06 FA_UW05 FA_UK04 FA_UK05 FA_KK01 FA_KK03 FA_KR03	Concepts in the field of translation theory and its basic tasks. Presentation and practice of the most important translation techniques. Concepts and schools of translation studies: Translation Studies and the so-called "Holmes' map", the Leipzig school: translation as an interlingual operation, the school of the so-called manipulators and the concept of manipulation in translation, the Israeli-Dutch school: Descriptive Translation Studies, hermeneutical concept of translation. With regard to translation practice and techniques, the translation process will be analyzed and the rules of translator's work will be discussed, especially the normative requirements for translation depending on the type of translation. The concepts of equivalence and adequacy. Practical aspect of translation methods of non-equivalent vocabulary as well as larger translation units, taking into account the translation context (linguistic and situational). Translation as an act of linguistic communication. Dynamic equivalence, formal equivalence. Signs of non-verbal	

communication and translation. A. Wierzbicka's semantics and translation theory. Translation and referential, pragmatic, emotive and intralinguistic meaning. Cognitivism and translation theory. Contrastive analysis and translation. Gender, gender and translation. Coherence and informativeness of the text. Literal translation. Classification of translation errors. Conference and community interpreting. Translation of legal and legal texts. Computer-aided translation. Audiovisual translation. Teaching foreign languages and translation. Retranslation. Translation of the titles of works. European standard for translation services. Copyright Act. Certified translation. Professional organizations of translators. The profession of a translator, the principles of the translator's work ethics and the types of liability that the translator may incur for unreliable translation. Translator aid tools ranging from traditional dictionaries to modern electronic databases and translation programs.

Directional learning outcomes	Specialized translations	ECTS: 3
FA_WG09 FA_WG10 FA_WG11 FA_WK04 FA_WK06 FA_UW05 FA_UK04 FA_UK05 FA_KK01 FA_KK03 FA_KR03	Techniques, methods and tools used in specialist translation and interpreting from Polish into English and vice versa. Language and translation workshops: consecutive (including liaison), simultaneous and sight translation in the field of interpreting and translation of documents on various topics, especially legal and legal, court and official documents as part of written translation. The range of topics and selection of texts for interpreting was determined on the basis of an analysis of the most frequent orders addressed to conference and booth interpreters, as well as court and business interpreters. Practical exercises in the field of machine translation using services and applications available on the Internet. Discussion of the course of the sworn translator exam, formal requirements related to this exam and literature that will allow you to properly prepare for it, as well as facilitate work after passing it. Analysis of the principles of translation. Analysis of the translation process, in the case of consecutive interpreting, with the use of notes and without taking notes. Simulations of real events requiring the work of an interpreter (speeches, discussions, panels, conferences, presentations and workshops). Review of the formal and legal rules for preparing certified translations. The specificity and method of legal and court translation, including the translation of pleadings, notarial documents, commercial documents, civil law documents, letters in criminal cases, etc.	

Directional learning outcomes	Technological tools supporting the work of the translator	ECTS: 3
FA_WG09 FA_WG10 FA_WG11 FA_WK04 FA_WK06 FA_UW05 FA_UK04 FA_UK05 FA_KK01 FA_KK03 FA_KR03	Using modern CAT systems and tools (Trados, OmegaT, memoQ, WordFast, SDLX, Across, CAT tools on MacBook), translation memory programs, tools supporting document processing. Self-build and use of own glossaries, dictionaries and translation lists, translation memory search algorithms. Methods of searching, analyzing, evaluating, selecting and integrating information using various sources and formulating critical judgments on this basis. Original and innovative projects related to the selected sphere of activity. Translation support systems. The needs of a human translator. Dictionaries and translators - construction and operation. Management of terminology and translation lists. Modern tools supporting document processing. Collective translation systems. Computer-assisted translation (CAT). CAT systems and tools on the market (Trados, OmegaT, memoQ, WordFast, SDLX, Across, CAT Tools on MacBook). Translation memory systems. Translation memory search algorithms.	

2.3. EXTENSION MODULE: BUSINESS

Directional learning outcomes	Fundamentals of marketing and marketing in the field of philological services	ECTS: 5

Directional learning outcomes	Introduction to marketing, roots, definition, fundamental principles, business orientations, basic tools. Buyer behavior. Segmentation and positioning strategies. Market environment of the company and its influence on making marketing decisions. Obtaining the necessary data and information. Marketing-mix. The product as an element of marketing. Entrepreneur's pricing policy. Distribution - essence, basic strategies, types of channels. Promotion policy, its essence, basic forms of promotion. The concept of marketing in the modern economy. Characteristics of the services market. Marketing of philological services. Traditional and innovative philological industries. Marketing of educational services. Elements that make up the visual identification system. Competition on the educational market. Public relations, i.e. promotion of the company. Marketing in the professional work of a translator and in the translation services industry. Marketing in the publishing industry and book marketing. Marketing of philological services in the business and commercial industry. Other branches of philological services.
FA_WG09 FA_WG10 FA_WG11 FA_WK04 FA_WK06 FA_UW05 FA_UK04 FA_UK05 FA_KK01 FA_KK03 FA_KR03	

Directional learning outcomes	**Managerial competences**	ECTS: 3
FA_WG09 FA_WG10 FA_WG11 FA_WK04 FA_WK06 FA_UW05 FA_UK04 FA_UK05 FA_KK01 FA_KK03 FA_KR03	Workshops: Effective management: main managerial tasks and functions; management style grid; building awareness of the leader's competence, contemporary models of leadership. Communication in the organization: one-way and two-way communication scheme; discussion of noise and communication barriers; practicing tools to increase the effectiveness of communication. Practical application - providing feedback. Team building: differences between a work group and a team; team work cycle and stages, team roles, standards; solving problems in the functioning of the team.	

Directional learning outcomes	**Start-up in business**	ECTS: 3
FA_WG09 FA_WG10 FA_WG11 FA_WK04 FA_WK06 FA_UW05 FA_UK04 FA_UK05 FA_KK01 FA_KK03 FA_KR03	The definition of a start-up. Ways of creating ideas. Features of the future entrepreneur. Advantages and disadvantages of running your own business. Planning (testing your idea). business plan. Business environment institutions. Intellectual property in business / when starting a business or company. Organizational and legal form of the entity. Spin-outs/spin-offs. Academic forms of entrepreneurship support. Flexibility in business as a way to success. An innovative start-up in the philology industry - concept, strategy, analysis, presentation.	

2.3. EXTENSION MODULE: LANGUAGE EDUCATION		

Directional learning outcomes	**Educational psychology and didactics of foreign languages**	ECTS: 5
FA_WG09 FA_WG10 FA_WG11 FA_WK04 FA_WK06 FA_UW05	Behavioral Approaches to Learning Processes: The Theory of Classical and Operant Conditioning and Education. Cognitive processes in education: models of information processing, optimization of learning new information. The role of working memory in language education and acquisition: key research. Metaknowledge about cognitive processes and the theory of problem solving. Developmental-cognitive and socio-cultural constructivism. Cooperative learning and task design in the spirit of constructivist	

FA_UK04 FA_UK05 FA_KK01 FA_KK03 FA_KR03	theories. The concept of learning motivation and motivational orientation. Anxiety and intellectual helplessness and the processes of learning and information processing. Individual student differences: Intelligence, working memory and cognitive style. Theory of Multiple Intelligences in education and cognitive psychology. Special educational needs of students: Autism Spectrum Disorders and ADHD. Special educational needs of students: language disorders. Diagnostics and assessment in education. Foreign language teaching models and the psychology of education. Cognitive and affective aspects of CLIL programmes.	
Directional learning outcomes	**Legal, organizational and methodological aspects of the activity of language schools**	**ECTS: 3**
FA_WG09 FA_WG10 FA_WG11 FA_WK04 FA_WK06 FA_UW05 FA_UK04 FA_UK05 FA_KK01 FA_KK03 FA_KR03	Specifics of teaching foreign languages in the private sector. Language school yesterday and today: between tradition and modernity. Market analysis in the language school sector. Legal forms and legal grounds for the functioning of a language school. Language schools organized in the network. Program vision of a language school. SWAT analysis and language school business plan. Accounting, tax and financial aspects of the functioning of a language school. Methods of assessing the demand for learning foreign languages in the environment of a language school. Development of the language school offer. Selection of languages taught in a language school. Brand, logo, name of the language school. Marketing and PR strategy of the language school. Hiring teachers for a language school, various forms of contracts, salary policy. Verification of teachers' competences in a language school. Forms of verifying the quality of teachers' work and the effectiveness of teaching. Feedback, training for teachers, forms of motivating teachers and building an atmosphere in a team of language school employees. Attracting students to a language school. Various sources of financing learning at a language school. Raising EU funds for a language school for language education. Combining activities in the field of language education with other forms of education. Equipment and infrastructure of the language school. The specificity of the functioning of a language school depending on the recipients of its services (children, youth, adults, the elderly). Criteria for assessing the quality of a language school from the perspective of the recipients of its services. Cultural education in a language school. Review of selected teaching methodologies in language schools. Distance learning and language school. The use of modern technologies in a language school. Examples of functioning of selected language schools in Poland and in the world.	
Directional learning outcomes	**E-learning and distance learning: Modern technologies in language education**	**ECTS: 3**
FA_WG09 FA_WG10 FA_WG11 FA_WK04 FA_WK06 FA_UW05 FA_UK04 FA_UK05 FA_KK01 FA_KK03 FA_KR03	Definition of information in the signal sense. Examples of calculating the amount of information. Compression issues (Hoffman coding, arithmetic coding). Zipf's law on the natural language relationship between the frequency of a word's occurrence and its rank. Derivative laws (e.g., Benford's law). Determining what e-learning is: application, development, threats, methodology, e-learning platforms, Bloom's taxonomy (knowledge, understanding, application, analysis, synthesis, evaluation). Luhn distribution, its importance for automatic text analysis. The concept of a paradigm. Rules for creating a user interface. Essay construction (including a scientific essay). Overview of the most popular e-learning platforms. E-learning platforms and teaching and learning foreign languages. E-learning and distance learning in the time of the pandemic crisis. Further prospects for the development of e-learning, opportunities and threats.	
Directional learning outcomes	**Professional practice**	**ECTS: 28**
FA_WG09 FA_WG10	The student performs practical professional activities that allow him to practice the acquired competences in the use of a foreign language, as well as knowledge of	

FA_WG11 FA_WK04 FA_WK05 FA_WK06 FA_UW04 FA_UW05 FA_UO02 FA_UU01 FA_KO02 FA_KO03 FA_KR01 FA_KR02 FA_KR03	linguistics, literature or culture. During the internship, the student should familiarize himself with the specificity of the institution where he is doing his internship, its main goals and tasks. In addition, the student should familiarize himself with the safety and hygiene rules applicable in a given institution. The student also learns about the legal and ethical principles related to the performance of professional activities in a given institution. The student should familiarize himself with the specifics of the tasks and responsibilities associated with the job entrusted to him. They should be able to both observe the way of performing professional activities carried out in a given position by another employee, as well as independently, under the supervision of the internship supervisor, perform the tasks and duties entrusted to them. The tasks performed by the student may include non-specific activities necessary to be performed in a given institution, however, they should primarily include activities specific to the philology profession. This means that it is necessary to provide students with the opportunity to use their linguistic and philological competences in at least one of the following areas: 1) observation of the process of teaching English and teaching English; 2) observation of the process of teaching another foreign language and teaching that language (in the case of the student's practice in the selected additional foreign language); 3) observation of translation processes and independent translation; 4) observation of interpreting processes and independent interpretation; 5) observation of the text proofreading process and independent proofreading of the text; 6) observation of the process of text composition in a foreign language and independent composition of a text in a foreign language; 7) observation of the performance of an oral statement in a foreign language in various situational contexts and independent implementation of an oral statement in various situational contexts; 8) participation in the development or independent development of language, literature or cultural materials (e.g. textbooks, multimedia presentations, public speeches, conference presentations, multimedia thematic presentations, audio/video materials, websites, blogs, videoconferences, etc.) requiring the use of language competences and/or philological knowledge; 9) participation in the preparation of cultural, social or scientific events requiring the use of a foreign language as a communication tool; 10) other activities related specifically to the active use of a foreign language, communication in a foreign language and the practical use of knowledge and philological competences. The internship should enable the student to become familiar with the practical professional activity performed in a broader area of professional activity (business, education) or specialized philology (translation studies) of his choice. The essence of this practice is to combine professional activities specific to the selected area with advanced language competences and/or philological knowledge. During this practice, the student should learn how to creatively and coherently combine various professional competences to perform specific tasks that most often require interdisciplinarity. The content of the tasks entrusted to the student may be interdisciplinary or more closely related to the extension module chosen by him/her (e.g. the specificity of the business functioning of the institution, the specificity of the organization of a given educational institution, etc.).

3. CONTEXTUAL LEARNING

Directional learning outcomes	Workplace of a philologist: Modern technological solutions and professional perspectives	ECTS: 4
FA_WG09 FA_WK03 FA_UO01 FA_UU01 FA_KO03 FA_KR03	Paths of professional development of a philologist (main directions of professional development, stages of education, analysis of the labor market, independent development of skills and updating knowledge). The work of a philologist and copyright. Support for scientific content search tools (Google Scholar, JSTOR, EBSCO). Searching for content (terms, press releases, information, correct use of search engines). Solving linguistic and stylistic dilemmas (Proz, Ngram Viewer). Qualitative methods: application in the humanities and social fields (content analysis, focus groups). The work of a philologist and the challenges related to the development of technology (machine translation). Support for software used in the work of a philologist: office suites, CAT (computer-assisted translation), software for audiovisual processing. Practical skills in using CAT systems, translation memory programs, tools supporting document processing. Software supporting specialist language competences. Speech and pronunciation analysis software. SIL Suite: Speech Analyzer, SIL Transcriber, Fieldworks, Saymore, IPAKeyboard. Software package from the UCL Phonetics Department. PRAAT Program Package. Audacity software. Software supporting the creation of Ankiweb.net flashcards. Software supporting the creation of documents, bibliographies: LaTeX, Zotero, Mendeley. Software used to learn translation studies: OmegaT. On-line dictionaries: Freelang. Language corpora: AntConc, Kolokator, Wmatrix.	

Directional learning outcomes	Entrepreneurship	ECTS: 3
FA_WG09 FA_WK03 FA_WK06 FA_UO01 FA_UU01 FA_KO02 FA_KO03 FA_KR03	The concept and essence of entrepreneurship. Multidimensionality of the entrepreneurship phenomenon. Entrepreneurship in normative, functional and descriptive terms. Entrepreneurship as a set of human characteristics. Entrepreneur and enterprise. Concepts of the entrepreneur in the theory of organization and management. Entrepreneur functions. Conditions of entrepreneurship development, exogenous and endogenous. Motives for starting new ventures, entrepreneurial style of doing business. Small and medium-sized companies. Enterprise life cycle, small business evolution. Manifestations of entrepreneurial behavior. Presentation of entrepreneurial activities. Institutions supporting entrepreneurship. Entrepreneurship financing institutions. The condition of the SME sector in Poland. Planning initial business concept. The process of business registration and the use of the CEiDG system by entrepreneurs. Running a business. Making changes in the company. Evaluation of Canvas projects as part of teamwork. Entrepreneurial activity in the areas of culture. Entrepreneurial activity in the professional work of a philologist. Entrepreneurial innovation in the areas of professional activity of a philologist.	

Directional learning outcomes	Project management	ECTS: 4
FA_WG09 FA_WK03 FA_WK06 FA_UW06 FA_UO01 FA_UU01 FA_KO02 FA_KO03 FA_KR03	Project - as a modern method of working in the modern world. Basic concepts in the field of projects and their management. Kinds and types of projects. Types of project management methods. Design stages. Efficiency in the implementation of the project. Project implementation and management tools in its individual phases. Introduction to project management methodology - main concepts and assumptions. Methods of working on the project. Formulation of the project concept. Objectives in the project. Types of projects and their characteristics. Project life cycle. Phases and stages of work on individual tasks in the project. Project documentation. Project results and ways of presenting them. Evaluation of the project progress and achieved results. Analysis of exemplary humanistic and social projects. Examples of using the design method in the work of a philologist.	

Directional learning outcomes	Intellectual property protection and corporate social responsibility	ECTS: 3
FA_WG09 FA_WK05 FA_WK03 FA_WK06 FA_UW06 FA_UO01 FA_UU01 FA_KO03 FA_KR03	The concept of intangible goods. Types of intangible goods. Personal and conceptual goods. Subject of copyright protection. Subject of copyright. A dualistic model of copyright content. Personal copyrights. Copyrights. Copyright and the Internet. Copyright protection. Protection of related rights. Copyright agreements. Industrial property law and patent protection. The importance of protection of intellectual and industrial property in the professional work of a philologist. Assumptions of corporate social responsibility (CSR). Development of the idea of CSR. Areas of corporate social responsibility. CSR and the concept of sustainable development. CSR norms and standards. CSR tools. CSR and the Internet. Research, reporting and evaluation of CSR. Areas of social responsibility in the professional activities of a philologist. The importance of CSR in free professional activity (freelancing). Obtaining information and using the knowledge of experts in the field of intellectual property protection.	

Directional learning outcomes	Social project and preparation for the diploma exam	ECTS: 3
FA_WG11 FA_WK05 FA_UW06 FA_UK05 FA_UO01 FA_KO01 FA_KO02 FA_KR03	The aim of the course is to prepare the student in practice for freelancing and working with the project method. The student acquires the ability to independently plan, carry out and evaluate a project activity in accordance with the student's interests, which will be of a pro-social nature. Stimulating students' ingenuity, creativity, innovation and independence. Social project - essence, goals, phases of implementation. Sources that can be used in planning and implementing a social project. Methods of documenting the sources used respecting intellectual property rights. Identification of problem areas in the field of philology or broadly understood intercultural and humanistic or interdisciplinary issues that may be the subject of a social project. Determining the topic and goals of the project, the target group and the expected effects of the project. Determining project activities, their schedule, budget and possible sources of financing. Detailed concept of the project - principles of development. Sources of knowledge of varying value and scientific credibility. Searching databases. Principles of intellectual property protection, types of citation systems and proper documentation of sources used. Final report on the implementation of the project - rules, requirements, method of preparation, scope of content. Presentation of the course and results of the project - as an example of a public speech. Public speaking rules. Multimedia presentation - as an auxiliary tool in a public speech. Principles of proper preparation of multimedia presentations. Features of good presentations and the most common mistakes in multimedia presentations. Analysis of sample presentations. Substantive discussion of individual student projects. Substantive discussion of the final reports of individual student projects. Substantive discussion of multimedia presentations of individual students. Exercises in orally discussing your project with the simultaneous use of a multimedia presentation in the group forum. Direct preparation for the diploma exam - discussion of its course and rules.	

1.5 Ways of verifying and assessing the learning outcomes achieved by the student throughout the learning cycle

The stages of achieving and verifying learning outcomes during studies are defined in the *Regulations for Studies*, which regulate the student's rights and obligations related to course completion, examination performance, study stage completion and the overall educational process. The provisions within the *Regulations* also define the organisational framework for verifying student accomplishments, outline appeal procedures, and define the consequences of failing to achieve credit. The verification of the achievement of learning outcomes is carried out primarily by the instructor teaching a given subject, during the graduation process, as well as after graduation by monitoring the fate of graduates and assessing their functioning in the job market.

Detailed methods and criteria for the verification of learning outcomes during the course of study are defined in the syllabus of the course in question, and the course instructor is obliged to present them to students in the first class. As a rule, the verification of achieved learning outcomes takes place in semester stages.

It is a principle of the University that verification of learning outcomes in classes conducted in the form of lectures is carried out by means of a final examination for a grade (during the examination session), while other forms of classes (conversation classes, exercises, workshops, lectures, laboratories) allow both on-going verification of learning outcomes during the semester and at the end of the semester; the latter forms of classes end with the issuing of a credit for a grade. In the case of students with disabilities, depending on their individual needs, alternative methods of verification of learning outcomes are established that take into account their individual needs, e.g. an oral version of examinations for visually impaired students or examination sheets prepared in Braille.

The basic principle applied to the verification of student achievement of learning outcomes is to **adapt verification methods** to:

1) categories of verified effects – effects from the field of knowledge are verified most often through written examinations, written colloquia or written papers; effects from the "skills" category are verified through methods that make it possible to assess the way in which the student performs certain practical activities or tasks (e.g. performing activities during laboratory classes, solving written or manual tasks, preparing and analysing case studies, etc.); effects from the "social competence" category are verified most frequently through observation of the student's statements during classes, during discussions, debates, written statements addressing issues of problematic character, written examinations in the part containing open problem questions.

2) the specifics of the subject learning outcomes/course learning outcomes defined in the course syllabus – as the outcomes considerably vary depending on the specifics of the subject/course, the verification methods must adequately capture these specifics. For example, in Practical English classes (practical grammar), the verification methods include a test and open and semi-open tasks allowing to verify the correct application of grammatical rules; in Practical English classes (lexis and reading) – tasks examining the understanding of texts listened to e.g. from films, statements recorded in natural conditions, etc., in laboratory classes – tasks requiring the correct use of translation software, searching on-line dictionaries, etc.

3) contemporary social and technological conditions, so that the methods of verifying learning outcomes motivate students to learn taking into account the use of modern technologies and to train broadly understood communication skills, including using various forms of media.

Examinations take a variety of forms (written or oral), with the written form being the predominant one, allowing the greatest objectivity of assessment to be achieved. Written examinations take the following forms:

- single-choice or multiple-choice tests;

- true-false questions;

- open questions aimed at providing definitions of terms;

- open-ended questions to assess the student's ability to analyse and synthesise the knowledge acquired;

- open-ended descriptive questions directed at problem issues – to assess the depth of understanding and competence in relation to an independent critical assessment of knowledge and grasping knowledge in a wider socio-economic context;

- open-ended descriptive questions directed at examples of practical use or application of knowledge;

- tasks - requiring the solution of a specific problem of a theoretical or practical nature;

- a longer written statement (e.g. an essay).

Credit for exercises, conversation classes, laboratories, lectures and workshops is based on the assessment of students' periodic performance, mainly on the basis of the following:

- colloquia (written or oral mid-semester or final tests);

- written work on a given or student-selected topic;

- papers, essays or presentations (prepared individually, in pairs or in a team);

- other homework assignments (solving tasks, developing case studies, doing phonetic exercises, etc.),

- project work, usually as part of students' own work;

- active participation in class and discussion/debate during class, also based on the recommended reading of the literature on the subject or on the material prepared by the class instructor or students;

- performing specific activities during class (e.g. transcription of a text, interpreting or translating), solving specific tasks (e.g. grammar exercises), or preparing arguments for a discussion/debate;

- active participation in workshops of a skills or competence training nature;

- performing communicative tasks, oral expressions, translations, or verbal interactions.

In the case of the **additional foreign language course**, credit for classes in individual semesters is given as a mark, while after semester 6, the whole course ends with a mark-based exam. The stage-by-stage verification of learning outcomes achieved after each semester of the course is conducted through mid-semester and end-of-semester colloquia, as well as activities during classes in accordance with the syllabus description.

The achievement of the learning outcomes envisaged for a **professional internship/work placement** is verified each time by the company's placement supervisor or the person who directly supervises the student's activities during the placement. The *Internship Programme* and the *Internship Diary* list the learning outcomes envisaged for the placement with the codes ascribed to them. In the course of the internship, the student records in the *Internship Diary* the activities or tasks he/she carries out and assigns the corresponding learning outcome code to them. It is the task of the company internship supervisor to assign the student the full range of tasks and activities described in the learning content for the placement to enable the student to fully achieve all the learning outcomes envisaged for the placement. The on-site supervisor confirms the successful or unsuccessful achievement of a given learning outcome through an appropriate entry and signature in the *Internship Diary*. The company internship supervisor supervises the student on an on-going basis, observes his/her work and continuously verifies the achievement of the learning outcomes envisaged for the internship. In turn, the university internship supervisor formally and substantively assesses the student's achievement of the learning outcomes envisaged for the internship by analysing the documentation, including the *Internship Diary*, the student's feedback from the placement site and an interview with the student about the internship. In addition, the university's internship supervisor directly verifies and inspects the selected internship sites and is in ongoing contact with the company's internship supervisors. The final decision as to whether the internship is passed is made by the university internship supervisor completing an appropriate protocol. In the case of a negative decision, the student has the right to appeal to the Dean or the Rector (if the decision was negative).

The University is **obliged to archive the documentation of students' periodic achievements** created in the process of verification of learning outcomes, the rules of which were defined by the Order

No. 4/12/2019 of the Rector of UEHS in Warsaw of 17 December 2019. All examination and assessment papers, regardless of the form of instruction and the methods used (written or oral papers), as well as other documents related to the process of verification of learning outcomes are archived, after prior assessment and discussion of the results with students within 14 days from the date of the credit or examination. In the case of examinations and oral assessments, it is the responsibility of the academic teacher to draw up and sign a record in which he/she indicates, among other things: the questions asked and their allocation to the student taking the assessment or examination, and the mark achieved. A description of the assessment criteria for students taking the examinations or assessments must also be included in the examination or assessment record. Documents for the verification of learning outcomes are collected by the course tutor and forwarded to the University's Documentation Department within 15 days of the end of a given semester. A list of documents verifying the learning outcomes achieved by a student, which have not been submitted, is prepared by the Documentation Department and submitted to the Dean and the Rector within 30 days of the end of a given semester. All work forming the basis of a student's assessment is retained at the University for a period of two years after the end of the relevant semester.

The *Regulations for Studies* define the **scale of assessments used** in the process of verification of learning outcomes. By Order No. 1/10/2020 of the Rector of the UEHS in Warsaw of 1 October 2020, an internal assessment system was introduced at the University, which is a set of rules concerning the assessment of students in terms of their mastery of learning outcomes. It also provides the general criteria for the grading of a given subject. These are presented in the table below. The Academic Regulations also include a pass/fail option, primarily applicable to courses that do not require learning outcome verification through assessment, such as sports and recreation or health and safety.

Assessment criteria for the verification of learning outcomes

Evaluation	Description of requirements	Required percentage of learning outcomes achieved for the subject
excellent (6.0)	The student has achieved the learning outcomes quantitatively or qualitatively exceeding the scope of the training programme for the subject, in particular: has the knowledge significantly exceeding the scope of the training programme for the subject, independently determines and solves theoretical and practical problems, is able to use knowledge in new problem situations, correctly and freely uses scientific and professional terminology.	> 85% and additional achievements exceeding those for a very good grade in terms of quantity or quality
very good (5.0)	The student masters the full range of knowledge and skills specified in the programme of study for the subject, solves theoretical and practical problems independently, is able to apply knowledge in new problem situations, uses scientific and professional terminology correctly.	min. 85%
good plus (4.5)	The student has achieved learning outcomes above the	min. 75%

		requirements for a good grade but insufficient for a very good grade.	
good (4.0)		The student has mastered most of the knowledge and skills specified in the programme of study for the subject, solves typical theoretical and practical tasks, and grasps basic concepts and rules in scientific and professional terms.	min. 60%
sufficient plus (3.5)		The student has achieved learning outcomes above the requirements for a sufficient grade but insufficient for a good grade.	min. 55%
sufficient (3.0)		The student masters the basic knowledge and skills specified in the educational programme for the subject, solves typical theoretical and practical tasks of an average degree of difficulty, makes minor terminological errors, and communicates messages using language that is colloquial in nature.	min. 40%
insufficient (2.0)		The student has not mastered the necessary minimum of basic knowledge and skills specified in the educational programme for the subject, is unable to solve tasks of minor difficulty, makes significant terminological errors and the style of his/her speech is clumsy.	less than 40%

A student who has not successfully passed a course and who raises concerns about the fairness of the assessment process has the right to submit a request to the Dean for a **committee to review the achieved learning outcomes**. The student should submit a written request within 14 days of the announcement of the credit or examination results. The Dean also has the authority to initiate a board examination for a student. The composition of a board examination panel includes the Dean or an individual designated by the Dean, who is a member of the academic staff at the University as their primary place of employment, the examiner responsible for the assessment, an expert in the field relevant to the examination (credit), another expert in a related field, and, if requested by the student, an observer chosen by the student, such as a representative from the student government. In exceptional circumstances, the Dean or Rector may appoint a different committee than the one outlined above. The committee's evaluation of the student's knowledge is conducted through an oral examination. Any subsequent decisions concerning a student who receives an unsatisfactory grade via this process are made by the Rector.

Table. Forms of verification of achieved learning outcomes applicable at UEHS.

Symbol and name of the means of verification	Symbol and name of the form of activity	Ways of verifying and assessing learning outcomes
E - exam	W – *wykład* ['lecture'] Lek – *lektorat* ['foreign language course']	Written examination formats: open-ended questions, descriptive questions, closed-ended test, open-ended test, mixed form, essay. Oral examination formats: Open questions, problem questions, tasks for assessing language skills (e.g. pronunciation, grammar, etc.).

		Grading scale for examinations: 2.0 (Fail – insufficient), 3.0 (Passed – sufficient), 3.5 (Passed – sufficient plus), 4.0 (Passed – good), 4.5 (Passed – good plus), 5.0 (Passed – very good), 6.0 (Passed – excellent).
Z – *zaliczenie na ocenę* ['pass/fail with a grade']	Ć – *ćwiczenia* ['exercises'], Lab – laboratory, Konw – *konwersatorium* ['tutorial'], War – *warsztat* ['workshop'], Lek – *lektorat* ['foreign language course']	Oral credit: oral presentation on a specific topic, responses to open-ended questions, oral elaboration of theses, performance of communicative or linguistic tasks. Mid-semester or final colloquia – written descriptive assessment test with open or closed questions, solving tasks or performing set activities. Project work - individual or team-based projects. Student activity in class, including communication skills. Paper or essay on a given topic – written preparation of an essay or delivery of a paper. Development of a multimedia presentation on a given topic. Participation in a discussion or debate. Implementation of project tasks. Completing designated activities or tasks during class. **Grading scale used for the completion of conversation classes, exercises, laboratories and workshops:** 2.0 (Fail – insufficient), 3.0 (Passed – sufficient), 3.5 (Passed – sufficient plus), 4.0 (Passed – good), 4.5 (Passed – good plus), 5.0 (Passed – very good), 6.0 (Passed – excellent). For some activities (e.g. sports and leisure activities), a scale of "pass" and "fail" may be used.
Z/bo – *zaliczenie bez oceny* ['pass/fail without a grade']	PR - professional internship	Professional Internship: Internship Diary Assessment of the achievement of learning outcomes by the company's internship supervisor. Verification of the achievement of all learning outcomes by the university's internship supervisor. Audit of randomly selected internship sites by the university's internship supervisor. Opinion on the practice's progress drawn up by the company internship supervisor and verified by the university internship supervisor. Decision of the Dean of Studies on the basis of documentation confirming the achievement of learning outcomes assumed for the internship as a result of professional work related to the field of study. **Grading scale used to achieve credit for internships:** passed (pass), failed (fail).
Diploma exam		Oral examination. Assessment by the examination board of an independent presentation of the student's completed social project. Evaluation of responses to examination questions/theses. **Grading scale used for the diploma examination:** 2.0 (Fail – insufficient), 3.0 (Passed – sufficient), 3.5 (Passed – sufficient plus), 4.0 (Passed – good), 4.5 (Passed – good plus), 5.0 (Passed – very good), 6.0 (Passed – excellent).

Comprehensive verification of the learning outcomes achieved throughout the course of study takes place through the **diploma process and the diploma examination**, the aim of which is to verify the knowledge, skills and social competences of the student acquired during the course of study.

The basis of the graduation process is the completion by the student, independently or as part of a team, of an original undertaking (project) of a practical character that has the value of pro-social (broadly understood) activity. This requirement stems from the main values and strategic goals adopted by the UEHS, which assume making the study process practical and educating students in the spirit of the value of social responsibility. Accordingly, the traditional diploma thesis is replaced in the first degree programmes at UEHS by the obligation to carry out a **Social Project**.

The project can only be carried out in teams only when it is possible to identify and assess the individual contribution of each student to the project. Furthermore, the division of roles and tasks in team projects should enable each student to achieve all the learning outcomes envisaged for the social project. Decisions on the possibility of carrying out a social project as a team are made in each case by the supervisor.

Under the guidance of the supervisor, in the two-semester social project course, the student prepares a concept for his/her individual social project, plans its realisation, carries out project activities and evaluates the effects of the project. After each semester of these classes, the student submits to the supervisor the documentation described in the syllabus, pertaining to the individual stages of project work. The focal theme of the social project should encompass an initiative that practically applies the student's acquired knowledge and skills in English philology and linguistic competence developed throughout their course of study. Additionally, interdisciplinary social projects are also permissible. At each stage of project preparation and realisation, the student documents the activities undertaken in a form corresponding to the specificity of the project and agreed upon with the supervisor. During the social project class held in the sixth semester, the student is tasked with creating a multimedia presentation, which he/she will subsequently present during the diploma examination.

Credit for the social project course in semester 6 is awarded upon the supervisor's acceptance of all documentation for the completed project. The supervisor evaluates the student's project on the basis of scaled criteria, which are communicated to the student at the beginning of the social project course in semester 5. The overall assessment of the project is indicated on the grading scale in use at UEHS (2; 3; 3.5; 4; 4.5; 5; 6). If the student is given a failing grade (2.0) by the supervisor, the student has the right to request that his/her project be reviewed by another academic teacher who is appointed by the Dean. making amendments to the previously completed project or its documentation, following the guidelines provided by the supervisor. In the event of a positive evaluation, the student is eligible to proceed with the diploma examination.

A student who satisfies the subsequent criteria may gain entry to the **diploma examination**:

- achieving the learning outcomes required by the programme and successfully completing all the subjects in the programme, including the requisite number of ECTS credits for completing the first cycle programme;
- settling all obligations to the University, including financial fees, library dues, etc.;
- undertaking a social project and submitting its documentation to the supervisor;
- obtaining a positive evaluation of the completed social project from the supervisor or, at the student's request, from an independent reviewer if the project was assessed negatively by the supervisor.

The diploma exam is a final oral exam and is closed. It is conducted by an examination board appointed by the Dean and composed of at least three persons: the chairperson (the Dean), the thesis supervisor, and a member of the board appointed by the Dean from among academic teachers working in the field of English philology. The committee should include at least one person with a doctoral degree. The Dean may entrust the chairmanship of the diploma examination committee to another academic teacher employed in the field of English philology and at the University as the primary place of work, holding at least a doctoral degree.

During the diploma examination at the culmination of the first-degree programme, the student delivers a presentation of his/her project utilizing a multimedia presentation prepared in advance. After the presentation, the committee members ask the student questions about his/her project. Each committee member evaluates both the student's presentation and his/her answers in terms of criteria including the content and formal aspects of the presentation, along with the student's evident communication skills and linguistic proficiency. The second part of the diploma examination involves responding to two questions devised by the committee, drawn from a selection of examination questions or theses disclosed to students no later than 6 months before the examination. This part of the diploma examination serves to verify the student's knowledge.

Minutes of the diploma examination are drawn up and include, among others, the questions posed to the student, the scores awarded to their responses, the conclusive grade for the diploma examination, and the final grade for the course of study. The minutes are signed by all committee members and archived within the student's personal records.

The **final grade for the course of study** is calculated as the average of grades obtained in examinations and final grades from subjects without concluding exams (weighted at 0.50), the grade awarded for the social project (weighted at 0.25), and the average grade from the diploma examination (weighted at 0.25). The degree outcome represents a summation with weights assigned to each of these components, rounded up to two decimal places. On the graduation diploma, the concluding result of the

studies is expressed according to the subsequent guideline: up to 3.40 – satisfactory; between 3.41 and 3.75 – satisfactory plus; between 3.76 and 4.10 – good; 4.11 to 4.45 – good plus; from 4.46 to 4.85 – very good; beyond 4.85 – excellent. The final grade can be raised by one grade by the Rector's decision due to substantiated exceptional engagement by the student and their contributions to the University or the wider social community.

In the event of receiving a negative grade in the diploma examination or not taking it, the student may opt to:

- obtain a certificate of completion of the final year of study without a degree;
- retake the diploma examination within one to six months of the date of the first examination;
- be referred to repeat the final year of study.

Upon successfully passing the diploma examination, the graduate will receive a **diploma** bearing the professional title of Bachelor, along with a supplementary document, within a maximum of four weeks following the diploma examination date. The Diploma Supplement provides information about all completed subjects throughout the course of study and the achieved results. Upon request, the supplement can be issued in English, in accordance with separate regulations.

The Rector's decision grants the Diploma with Distinction, following a written request from the diploma examination board. This decision is based on an evaluation of the criteria specified in the Rector's Order. The Diploma with Distinction is attainable for an individual who simultaneously fulfils the subsequent conditions: upholds impeccable conduct without violating the matriculation oath, completes studies within the designated time frame, achieves a grade point average exceeding 4.51 throughout the entire study period, avoids repeating any academic year, refrains from seeking conditional entry for subsequent years of study, abstains from retaking examinations or resitting credits, and achieves a minimum rating of "very good" for both the social project and diploma examination.

1.6 Principles and form of professional internship

The **general rules for the organization of internships**, examples of necessary documents, tasks of internship supervisors, and the procedure for completing internships are outlined in the University's *Professional Internship Regulations* of the Academy of Economics and Humanities in Warsaw, introduced by the Rector's Order No. 17/10/2019 dated 1 October 2019. On 1 October 2020, the Rector of the University implemented Order No. 2/10/2020 regarding the potential methods of completing internships during the SARS-CoV-2 outbreak. Among other things, the *Professional Internship Regulations* stipulate that the University provides internship sites for students and enters into an agreement with the internship provider in this regard or approves the internship sites, in the case of a student indicating them independently, by issuing an internship referral. Apart from that, a student may complete an internship on the basis of his/her professional work (provided that it enables him/her to achieve the learning outcomes envisaged for the internship), as part of the ERASMUS+ programme, the activities of a student research club, at UEHS in Warsaw and as part of voluntary work. The obligatory way of documenting the course of the placement and the tasks performed during the placement is the "Internship Diary" kept by the student (its template is enclosed as Appendix No. 3 to the Regulations).

Comprehensive guidelines for the execution of professional internship within the English Philology programme encompass various aspects, including: the objectives of the internship, desired learning outcomes, program content, integration of the internship within the study plan, duration of the internship, methodologies for validating and evaluating student achievement in meeting the internship's outcomes, methods for documenting training progress and performed tasks, prerequisites for institutions hosting the internship, protocols for authorizing student-selected training venues, and eligibility criteria for student participation in the internship. These specifications are outlined in the *Professional Internship Programme for the English Philology Programme*.

The practical placements undertaken by dietetics students serve a twofold purpose: to verify their accrued theoretical knowledge and to acquire practical competencies that enable its application in their capacity as philologists. Additionally, these placements foster the development of teamwork abilities, inculcate professional ethics, and underscore the significance of engaging in practical professional undertakings.

Internships in the English Philology (Bachelor's degree with practical profile) course are compulsory and are planned to be carried out:

- in the fifth semester (3rd year of study) – amounting to 360 hours (Practice I);
- in the sixth semester (3rd year of study) – 360 hours (Internship II).

The total length of the internship is 720 hours carried out over a period of 6 months. Students

gain **28 ECTS credits** for a completed professional internship.

At least half of the internship (at least 360 hours) must be completed in English. It is permitted that part of the internship (up to a maximum of 360 hours) may be completed in an additional foreign language chosen by the student during the course of study.

A student may undertake an internship in the following units where he/she will have the opportunity to use his/her philological knowledge and linguistic competence:

- educational establishments where foreign languages are taught;
- educational establishments and institutions providing education in foreign languages;
- companies and enterprises in various sectors of the economy that employ English language specialists to perform tasks related to intercultural communication, translation and interpreting, drafting texts, presentations, documents in English, conducting training courses, dealing with customers or business partners in English, international contacts, etc;
- translation agencies;
- cultural centres, especially international or foreign ones;
- public offices and institutions;
- companies and non-governmental organisations dealing with issues of multiculturalism, integration, foreigners, counteracting exclusion on ethnic or racial grounds, in particular those employing translators or where the nature of the work requires the use of English;
- publishing houses,
- book houses,
- institutions and companies in the media and social media market – especially those dealing with foreign issues or requiring communication in English;
- diplomatic missions, consulates;
- foreign trade, tourism, international transport and freight forwarding companies.

The programme contents realised during the internship reflect the specificity of the tasks assigned to the philologist in a given unit. During the internship, the student acquires knowledge, skills and competences in the following thematic areas: characteristics of the place of internship, characteristics of the most important departments operating in a given unit, learning the principles of occupational health and safety regulations. Depending on the nature of the unit, the student learns to work in specific conditions of the workplace – he/she should be familiarised with the rules binding him/her during the performance of professional tasks, rules of professional contact with the recipients of services of a given unit and with co-workers. The student should learn the methods and tools

(e.g. translation software, dictionaries, etc.) specific to the work of a philologist used in a given unit and learn how to apply them correctly depending on the nature of the internship and, in the future, the workplace.

The internship location may be an establishment which offers the possibility to carry out the internship under the supervision of an English philologist, another philologist or another specialist employed at this workplace, who performs the professional tasks specified in this *Programme* in the part concerning the educational content. The type of contract of employment of the on-site supervisor at a given institution is not important (it may be an employment contract, contract of mandate, etc.), but it is important that the length of his/her employment makes it possible to supervise the student on an on-going basis, observe his/her work and verify the achievement of the learning outcomes envisaged for the internship.